

Computer Business Applications Sample Model Curriculum

**Prepared for
Department of Elementary and Secondary Education
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COMPUTER BUSINESS APPLICATIONS

SAMPLE MODEL CURRICULUM

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COMPUTER BUSINESS APPLICATIONS

SAMPLE MODEL CURRICULUM

Introduction

This *Computer Business Applications Sample Model Curriculum* provides 13 units that demonstrate internal alignment between the measurable learner objectives, the instructional activities, and the assessments.

Purpose

This publication is not intended to be a complete curriculum for a computer business applications course; rather, it is a sample. You may use any or all the units as they are or modify them to fit your preferred format and the rest of your course curriculum.

The sample model curriculum is developed to emphasize a direct relationship between objectives and assessment. This process will help insure that the assessment actually evaluates whether or not students have mastered the stated objectives at an acceptable standard of performance. The student assignments provide practice and completion of tasks to facilitate mastery of the objectives. In addition, each unit is externally aligned with the *Missouri Show-Me Standards* revealing how the course objectives reinforce academic knowledge and performance and with the most recent *National Standards for Business Education* published in 2001.

Description

The seven major parts in this sample model curriculum correlate with seven of the ten parts of the *Computer Business Applications* competency profile developed in 2001. Printed cardstock Competency Profiles may be ordered through IML (Instructional Materials Laboratory) at <https://iml.missouri.edu/imn/> or 1-800-669-2465. An electronic version of the Competency Profile, however, may be accessed for use or modification at http://www.dese.state.mo.us/divvoted/competency_profiles_business.htm. You may purchase *National Standards for Business Education* from the National Business Education Association, 1914 Association Drive, Reston, VA 20191-1596 or 1-703-860-8300. A copy of the *National Standards for Business Education* may also be borrowed from CATER (Career and Technical Education Resources) at <http://www.cater.missouri.edu/>.

Each unit is named for one of the competencies within the specific profile part, but additional competencies as appropriate have been selected from throughout the profile as measurable learner objectives (competencies) to be mastered and assessed.

Each unit includes an *overview*, *teaching points*, the student *assignment*, and one or more *assessments*.

Overview: The overview is a one-page curriculum summary that gives a general goal that defines the purpose of the unit. This goal is followed by a grid that lists measurable learner

objectives, identifies the *Missouri Show-Me Standards* related to each objective, describes the activities, and identifies the assessment document(s) to be used in evaluating mastery of the objectives. The numbers in parentheses following the objectives identify the competencies as they appear on the *Computer Business Applications* competency profile.

Teaching Points: These pages in each unit contain the following information to help the instructor prepare to teach the unit:

- An Overview gives the rationale for and importance of the unit and a more detailed summary of the tasks the student will complete.
- The Content Review outlines topics to be taught or reviewed.
- Activity Preparation includes suggested instructional strategies and activities for the instructor to follow in teaching the concepts, use of software, soft skills, etc. It also alerts the instructor to special considerations that should be given to certain parts of the assignment. Some units also include worksheets and/or instructional information related to the concepts or tasks being presented.
- The Resources section provides the teacher with a list of supplies and materials needed for the unit; Web sites related to the instruction; books, articles and other resources--including any materials from CATER (Career and Technical Education Resources) or IML (Instructional Materials Laboratory).

Assignment: Students are provided with step-by-step directions and/or requirements for completing the activities.

Assessment: A variety of assessment instruments--scoring guides, checklists, peer and team evaluations, and others--are provided. In some cases, suggested weighting is used to show greater or lesser importance to criteria being assessed.

Flexibility

This sample model curriculum provides you with flexibility and creativity in modifying the existing content--the number and selection of objectives, additional content and detail in the activity preparation and review, instructions and requirements in the student assignments, and customization of the assessment documents to match selected objectives. Some of the assignments are more complex than others, but you have the option of restructuring the units and covering smaller portions of each as needed based upon the time frame and focus you wish your course to take.

To assist the business education section of the Department of Elementary and Secondary Education in the improvement and development of this and future curriculum projects, please e-mail any feedback and suggestions to Linda Sullivan, Business Education Supervisor, at linda.sullivan@dese.mo.gov.

Computer Business Application Competencies

Course Rationale: This area of instruction provides content for knowledge and skills required in the technology-based workplace. The demand will continue to expand for individuals to use computer hardware and software to create documents, gather information, and solve problems. This class is vital for students planning to enter the workforce or postsecondary education.

The *National Standards for Business Education* numbering system is developed to correlate with the competencies listed in each duty band, column 2. The *National Standards* are converted from bulleted items to a numbering system as follows: IT.VI.1.1, means Information Technology, Roman numeral VI, Section 1,

The following suggested competencies, developed by an advisory committee, are intended to serve as a basis for your course curriculum. The list is neither inclusive nor required in its entirety. You may select competencies from other lists and develop competencies of your own to define the outcomes you expect your students to achieve. The Show-Me Standards identified provide a guide. If activities you choose better align with other Standards, you should align your competencies/objectives to those Standards instead of these shown here.

COMPETENCIES		SHOW-ME STANDARDS	NATIONAL STANDARDS
A. Apply Input Methods			
1.	Demonstrate improvement in speed and accuracy of keyboarding.	1.10	IT.VI.1.1
2.	Demonstrate proper keyboarding technique.	1.10	IT.VI.1.1
3.	Demonstrate ability to use voice recognition software.	CA1, 1.4	IT.VI.2-4.2, C.III.3.5
4.	Identify proper ergonomic principles.	HPE6, 4.7	IT.II.1-2.5, IT.VI.2-4.1
B. Execute Basic Computer Operations			
1.	Use system utilities.	CA3, 1.4	IT.III.1.1
2.	Use program interface (e.g., menu items, toolbars, dialog boxes).	CA3, 1.8	IT.III.1.1
3.	Manage files.	CA3, 1.4	IT.III.1.1, IT.III.1.2
4.	Format disks.	CA3, 1.4	IT.III.1.1, IT.III.1.2

5.	Copy disks.	CA3, 1.4	IT.III.1.1, IT.III.1.2
6.	Transfer files.	CA3, 1.4	IT.III.1.1, IT.III.1.2
7.	Identify resources to obtain assistance (e.g., Help menu, software manual, Web site).	CA3, 1.7	IT.II.3-4.5
8.	Perform basic printer functions (e.g., load paper, change cartridge).	CA3, 3.6	
9.	Scan for viruses.	CA3, 3.1	IT.XV.3-4.1
10.	Demonstrate proper network user procedures and protocol (e.g., logging on, saving to network).	CA3, 1.4	IT.XII.1.4
11.	Identify security issues related to computer hardware, software, and data.	CA1, 3.1	IT.XVI.2.3, C.III.3.1
12.	Identify file formats and extensions.	CA1, 1.4	IT.III.1.2
13.	Perform basic troubleshooting and maintenance.	CA3, 3.2, 3.3	IT.III.3-4.4, IT.V.4.1
14.	Determine appropriate software applications for tasks.	CA3, 2.7	IT.V.4.4, IT.V.3.5
C. Use Word Processing Applications			
1.	Demonstrate correct use of word processing terminology.	CA1, 1.2	
2.	Identify a variety of word processing programs.	CA3, 2.3	
3.	Create and format business documents.	CA4, 2.1	C.III.1.4, C.I.C.3.14
4.	Store and retrieve documents.	CA4, 1.4	C.III.1.4
5.	Set printer specifications.	CA4, 1.4	C.III.1.4
6.	Proofread and edit copy.	CA1, 2.2	C.I.C.1.4, C.I.C.2.6
7.	Enhance documents (e.g., bold, bullets).	CA4, 1.8	C.III.1.4
8.	Prepare single envelope.	CA1, 2.1	C.I.C.3.14
	Advanced:		
9.	Create tables.	CA4, 1.8	IT.V.3.3
10.	Create mail-merge documents.	CA4, 2.1	IT.V.3.3
11.	Create macros.	CA4, 1.4	IT.V.4.3

12.	Create and manipulate graphics.	CA4, 2.1	C.III.3.7
13.	Create documents using a template.	CA1, 2.1	IT.V.4.3
14.	Develop templates.	CA1, 2.7	IT.V.4.3
15.	Convert word processing document to HTML.	CA3, 2.7	IT.V.3.3
16.	Create hyperlinks within documents.	CA3, 2.7	IT.V.3.3
17.	Create master document including table of contents and index.	CA4, 2.1	IT.V.3.3
18.	Prepare multiple envelopes and labels.	CA1, 2.1	IT.V.3.3
19.	Develop multilevel outline.	CA4, 1.8	IT.V.3.3
20.	Demonstrate use of enhancement features (e.g., borders, lines, shading).	CA4, 1.8	C.III.3.7
21.	Demonstrate use of automatic features (e.g., AutoCorrect).	CA4, 1.4	C.III.2.5
22.	Create business documents using advance word processing features (e.g., headers, footers, graphics).	CA4, 2.1	C.III.3.7
D. Use Spreadsheet Applications			
1.	Demonstrate correct use of spreadsheet terminology.	CA1, 1.2	
2.	Create spreadsheets.	MA1, 1.8	C.III.2.5
3.	Design spreadsheets.	MA1, 1.8	C.III.1.4
4.	Edit spreadsheets.	MA1, 2.2	C.I.C.1.4
5.	Create basic formulas with addition, subtraction, multiplication, and division.	MA1, 1.6	CO.I.1.5, CO.I.1.1
6.	Format cell contents (e.g., font, color, alignment, shading, decimal).	CA4, 1.8	C.III.2.5
7.	Format columns and rows.	CA4, 1.8	C.III.2.5
8.	Use basic functions (e.g., font, color, alignment, shading, decimal).	MA1, 1.6	C.III.2.5

9.	Create charts and graphs.	CA4, 1.8	CO.V.2.1
10.	Determine validity of spreadsheet results.	MA1, 1.7	M.VIII.B.3.2
11.	Interpret spreadsheet data.	MA1, 1.7	M.VIII.B.3.2
12.	Set print specifications for formulas, graphs, worksheets, etc.	MA1, 1.8	C.III.2.5
13.	Incorporate spreadsheets in word processing documents.	CA4, 2.3	IT.V.4.7
	Advanced:		
14.	Link spreadsheet data.	CA4, 1.4	CO.II.2.1
15.	Analyze validity of spreadsheet data.	MA1, 1.7	M.VIII.B.3.2, CO.III.1.1
16.	Create spreadsheet macros.	MA1, 1.4	CO.II.2.1
17.	Use advanced functions/formulas (e.g., payment, future value, statistical).	MA1, 1.8	CO.II.2.1
18.	Enhance spreadsheets.	CA4, 2.1	C.III.3.7
19.	Use lookup tables.	MA1, 1.4	IT.V.3.3
20.	Demonstrate locking feature.	MA1, 1.4	IT.V.3.3
21.	Demonstrate freezing feature.	MA1, 1.4	IT.V.3.3
22.	Distinguish between relative and absolute cell references.	MA1, 1.7	IT.V.3.3
23.	Create and use named ranges in formulas.	CA1, 1.8	IT.V.3.3
24.	Manipulate spreadsheet data to answer "what if" questions.	MA1, 1.8	M.VIII.B.3.2
25.	Display and format data.	CA4, 1.8	C.III.2.5
26.	Embed objects in spreadsheets.	CA3, 1.6	IT.V.3.3
27.	Manipulate multiple worksheets in a workbook.	CA4, 1.8	IT.V.3.3
28.	Present spreadsheet data orally to a group.	CA6, 2.1	C.I.3.7
E. Use Database Applications			
1.	Demonstrate correct use of database terminology.	CA1, 1.2	IT.VIII.4.1.
2.	Create a database.	CA1, 1.8	IT.VIII.3.1, IT.VIII.4.2

3.	Manipulate a database (e.g., move, delete, insert, edit).	CA3, 1.8	IT.VIII.3.1, IT.VIII.4.2
4.	Process material using database features (e.g., query, sort, merge).	CA3, 1.8	IT.VIII.3.3
5.	Generate and format reports.	CA3, 1.8	IT.VIII.3.3, IT.VIII.3.5
6.	Print reports.	CA3, 1.8	IT.VIII.3.5
7.	Distinguish between different field types.	CA3, 1.8	IT.VIII.3.4
8.	Demonstrate search/find procedures.	CA3, 2.7	IT.VIII.3.2, IT.VIII.3.3
	Advanced:		
9.	Integrate database information with spreadsheet/word processing documents.	CA3, 1.8	IT.V.4.7
10.	Integrate word processing/spreadsheet information with database.	CA3, 1.8	IT.V.4.7
11.	Create table relationships.	CA3, 1.6	IT.V.3.3
12.	Modify databases using advance queries (e.g., combine, calculate, update, duplicate).	CA3, 1.8	IT.VII.1.6
13.	Design and use forms in database.	CA3, 1.8	IT.V.3.3
14.	Use import feature (e.g., database, table).	CA3, 1.8	IT.V.4.7
F. Apply Desktop Publishing Principles			
1.	Demonstrate correct use of desktop publishing terminology.	CA1, 1.2	
2.	Produce documents using text and graphics.	CA4, 2.1	IT.V.1.2
3.	Create and edit page layouts.	CA1, 1.5	
4.	Manipulate graphics.	CA5, 1.5	IT.V.4.7

5.	Demonstrate input of data from various sources (e.g., Web, scanner, digital camera).	CA1, 2.7	IT.V.4.7
6.	Apply design and layout principles to publications.	CA5, 1.5	C.III.3.7
7.	Set print specifications.	CA3, 1.8	
8.	Demonstrate use of drawing tools.	CA3, 1.8	
G. Use Presentation Software			
1.	Demonstrate correct use of presentation software terminology.	CA1, 1.2	
2.	Produce presentations using text, graphics, and transition.	CA5, 2.1	C.III.1.4, IT.V.1.2
3.	Enhance presentations using sound and animation.	CA5, 2.2	IT.V.4.7
4.	Create presentations using a template.	CA5, 2.1	IT.XII.3-4.8
5.	Apply design and layout principles to presentations.	CA5, 2.2	IT.XII.3-4.8, C.III.3.7
6.	Set print specifications for outline, slides, etc.	CA3, 1.8	
7.	Deliver an oral presentation.	CA5, 2.1	C.I.2.7, C.I.3.7
8.	Edit presentations.	CA5, 2.2	C.I.C.1.4
9.	Manipulate graphics.	CA5, 2.2	IT.V.4.7
10.	Integrate input from various software applications.	CA5, 2.1	IT.V.4.7
H. Explore the Internet			
1.	Demonstrate correct use of Internet terminology.	CA1, 1.2	IT.XII.3-4.1
2.	Demonstrate principal usages of e-mail.	CA1, 2.1	C.III.1.3, X.III.3.2
3.	Demonstrate principal usages of the Internet (e.g., search, locating URLs).	CA3, 1.2	C.III.2.8
4.	Describe how businesses use the Internet.	CA6, 1.2	C.III.2.8

5.	Identify copyright principles (e.g., public domain, copy protection, licensing).	CA6, 1.2	IT.XVI.2.4
6.	Evaluate Internet resources.	CA3, 1.7	IT.VII.2.1, IT.VII.1.2
I. Use Multimedia in Applications			
1.	Define terms related to multimedia.	CA1, 1.2	
2.	List hardware requirements for various types of media.	CA3, 1.4	IT.II.3-4.6
3.	Explain multimedia hardware standards.	CA6, 1.4	IT.II.3-4.3 ???
4.	Compare categories of multimedia software (e.g., presentation, authoring, animation, sound).	CA3, 1.5	IT.XII.3-4.8
5.	Compress and decompress zip files.	CA3, 1.4	IT.III.1.1, IT.III.1.2
6.	Identify platform differences (e.g., MAC, Windows, NT).	CA3, 2.7	IT.III.3-4.2
7.	List types of files used in multimedia applications (e.g., EPS, GIF, JPG).	CA3, 1.5	IT.XII.2.2
8.	Identify design principles used in multimedia productions.	CA5, 1.5	
9.	Download files (e.g., graphics, sound, video, animation).	CA3, 1.4	IT.V.4.7
10.	Burn CD's.	CA3, 1.4	IT.III.1.1
J. Create a Web Page			
1.	Demonstrate correct use of Web page terminology.	CA1, 1.2	
2.	Define Web page design principles.	CA1, 1.5	
3.	Evaluate Web page design.	CA5, 1.5	M.VIII.C.3.2
4.	Use software to create a basic Web page.	CA5, 2.1	IT.XI.1.2

Competencies revised in 2001.

National Standards for Business Education (Key)

A—Accounting
BL—Business Law
CD—Career Development
C—Communication
CO—Computation
E—Economics
PF—Personal Finance
EN—Entrepreneurship
IT—Information Technology
IB—International Business
M—Management
MKT—Marketing

Sample Computer Business Applications Curriculum

Board Approved Date

Rationale: This area of instruction provides content for knowledge and skills required in the technology-based workplace. The demand will continue to expand for individuals to use computer hardware and software to create documents, gather information, and solve problems. This class is vital for students planning to enter the workforce or postsecondary education.

Course Description: This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage, and integrated software applications.

Business Education Graduate Goals

- Function as economically literate citizens through the development of personal consumer economic skills, a knowledge of social and government responsibility, and an understanding of business operation.
- Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.
- Select and apply tools of technology as they relate to personal and business decision making.
- Manage data from all of the functional areas of business needed to make wise management decisions.
- Communicate effectively as writers, listeners, and speakers in social and business settings.
- Develop career awareness and related skills to make viable career choices and become employable in a variety of business careers.

APPLY INPUT METHODS

Overview

GOAL: Students will demonstrate proper keyboarding techniques and will create a table with various levels of headings and enhancement features comparing and contrasting ergonomic principles related to demonstrating proper keyboarding techniques while using a computer workstation.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Demonstrate proper keyboarding technique. A2	1.10	Demonstrate correct keyboarding techniques when working on various business documents on the computer and when using the workstation. Obtain information from the Internet on ergonomic principles; and create a table with main, secondary, and columnar headings evaluating (comparing/contrasting) the items on the technique checklist against the information from the Internet search. Use enhancement features to make the table distinct. Apply appropriate referencing to sources. Proofread and edit the document for correct English mechanics and typos.	Use the <i>Apply Input Methods - - Keyboard/Computer Techniques Checklist</i> to assess keyboarding techniques by observation: posture, positioning of hands/fingers, eyes position, keying, feet position, palm position, and use of the mouse. Use the <i>Table and Internet Search</i> section of the assessment to evaluate (compare/contrast) the information obtained from the Internet evaluating data collected pertaining to information from the checklist. Assess the table for use of main, secondary, and columnar headings and enhancement features of borders, lines, and shading. Assess proofreading and editing skills based on accuracy (absence of typos and mechanics errors, appropriate referencing, correct grammar, and content).
Identify proper ergonomic principles. A4	HPE6, 4.7		
Evaluate Internet sources. H6	CA3, 1.7		
Create tables. C9	CA4, 1.8		
Proofread and edit copy. C6	CA1, 2.2		
Demonstrate use of enhancement features (e.g., borders, lines, shading). C20	CA4, 1.8		

APPLY INPUT METHODS

Teaching Points

Overview

The number of hours spent using the keyboard and the computer today makes using correct keyboarding techniques important. Many businesses have implemented ergonomic programs because of the amount of money being spent on repetitive motion injuries and cumulative trauma disorders associated with using the computer. This assignment allows students to use the computer to input information, practice proper keyboarding techniques (e.g., posture, hands position, feet position, keying, palms position, mouse use, eyes position), do Internet research on techniques assessment, and create a table comparing the information collected and the *Keyboard/Computer Techniques Checklist*. Students will use correct English mechanics and enhancement features to make the table distinct yet attractive.

Content Review

Review and demonstrate, as needed, the following with students:

1. Correct keyboarding techniques and their importance
2. The definition of ergonomics and ergonomic principles
3. Using the Internet for research
4. Formatting a table with headings
5. Steps in proofreading and editing
6. English mechanics in writing
7. Methods to compare and contrast information
8. Referencing style

Activity Preparation

Review with students a copy of the *Keyboard/Computer Techniques Checklist* that will be used to evaluate demonstrated keyboard techniques.

Students will use the Internet to locate information on ergonomics and computer and computer keyboard use. Discuss with students the checklist from a research frame of mind and the information located from the Internet; discuss how the information from the Internet can be evaluated for accuracy. (How does it agree or disagree with the information provided; what is the validity of the source?) Review and practice correct application of the preferred reference style.

Brainstorm with students a list of computer/keyboarding ergonomic techniques from the Internet search that are similar to those on the techniques checklist and a list of any items different from those on the checklist. (Use the chalkboard/whiteboard, computer, or overhead.) Try for a listing of about 10 that agree and 5-7 that disagree.

Videos work well for viewing correct keyboarding techniques and causes of repetitive motion injuries. One is suggested in the resources that can be obtained from CATER.

Discuss, review, and/or apply formatting guidelines for tables - - primary, secondary, and columnar headings; enhancement features, such as borders, lines, and shading; and proofreading and editing methods.

Resources

Supplies and Materials Needed

Paper

Transparencies of tables with various levels of headings, referencing style to be used (APA, MLA, other), and English mechanic exercises

Overhead projector or appropriate equipment for reviewing

Keyboard/Computer Techniques Checklist (part of the *Apply Input Methods* assessment)

Access to Internet

Video and VCR player with monitor or appropriate equipment

Web Sites

The ergonomically positioned workstation

<http://www.wrea.com/ergonomics/articles.asp>

Safe computer use tips

<http://www.me.berkeley.edu/ergo/services/tips.html>

HealthyComputing

<http://www.healthycomputing.com/sitemap/>

<http://www.healthycomputing.com>

Books, Articles, and Other Resources

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

Elements of Ergonomics Programs; A Primer Based on Workplace Evaluations of Musculoskeletal Disorders

Cohen, Alexander L.

Book -- How to identify, evaluate, and control risk factors for work-related musculoskeletal disorders. [6309 — ITE 13.1309 A M283]

CINCINNATI, OH, NIOSH (NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY AND HEALTH), 1997.

Office Ergonomics: Working In Comfort

Video; 15 min -- Helps to identify problem areas in the office. Learn about office ergonomics.

[699 — BE VIDEO 29]

MN, CLMI, 1992.

APPLY INPUT METHODS

Assignment

1. Review the *Keyboard/Computer Techniques Checklist* that will be used periodically during the Computer Business Application class to evaluate computer and keyboarding techniques. Ask questions while the checklist is reviewed in class.
2. Using the Internet**, locate information on ergonomics and correct position for using the computer and keyboard. Evaluate the information to determine what agrees and disagrees with the areas on the techniques checklist. Compose a list of at least four items from the brainstormed list that agree and a list of two items that disagree, and/or suggest other areas to consider.
3. Create a table with main, secondary, and columnar headings and enhancement features comparing the *Keyboard/Computer Techniques Checklist* (part of the *Apply Input Methods* assessment) to the Internet research findings. Include in the table supporting data for each item in each list. Proofread and edit the table for absence of typos and correct grammar, punctuation, and spelling. Beneath the table provide appropriate referencing for the sources.

**Key in the word(s) *ergonomics* or *workstation design* or related words/terms in the search box of the search engine used OR use the sites below to locate information for #2 above.

The ergonomically positioned workstation

<http://www.wrea.com/ergonomics/articles.asp>

Safe computer use tips

<http://www.me.berkeley.edu/ergo/services/tips.html>

HealthyComputing

<http://www.healthycomputing.com/sitemap/>

<http://www.healthycomputing.com>

APPLY INPUT METHODS

Assessment

4 = Always does this; 3 = Most of the time does this; 2 = Occasionally does this; 1 = Seldom does this

Keyboard/Computer Techniques Checklist				
Criteria	4	3	2	1
Position at Keyboard/Posture <input type="checkbox"/> Sits in a comfortable upright position at the keyboard ----- <input type="checkbox"/> Keeps feet on the floor and in front of chair ----- <input type="checkbox"/> Keeps elbows relaxed to the side of the body ----- <input type="checkbox"/> Sits within a hand span from computer desk -----				
Eyes <input type="checkbox"/> Keeps eyes on the copy most of the time based on document type ----- <input type="checkbox"/> Maintains continuous stroking based on document type ----- <input type="checkbox"/> Reaches keys without looking at fingers -----				
Hands/Fingers <input type="checkbox"/> Does not rest hand on the edge of table or keyboard ----- <input type="checkbox"/> Uses proper finger-to-key reach ----- <input type="checkbox"/> Does not use a lot of hand motion when keying ----- <input type="checkbox"/> Does not squeeze the mouse ----- <input type="checkbox"/> Adjusts hands for appropriate hand-to-keyboard slant -----				
TOTAL				
Table and Internet Search				
Criteria	4	3	2	1
Content <input type="checkbox"/> Identified at least four areas to evaluate that relate to techniques checklist <input type="checkbox"/> Supporting data comparing/contrasting the identified areas are provided for each <input type="checkbox"/> Information selected and used from the Internet reveals accurate evaluation <input type="checkbox"/> Reference information used correctly	All four categories exceptionally covered	Three of four categories covered	Two of four categories covered very well	One of four areas covered
English Mechanics and Proofread and Editing <input type="checkbox"/> Errors corrected in punctuation, grammar, spelling, usage (English mechanics), and keying <input type="checkbox"/> Effective use of proofreading and editing (P&E) skills	Free of spelling, punctuation, grammar, and keying errors & correct use of P&E skills shown	One to two errors in the categories	Three errors in the categories	Four or more errors in the categories
Table <input type="checkbox"/> Headings used correctly <input type="checkbox"/> Headings attractively used <input type="checkbox"/> At least two enhancement features used <input type="checkbox"/> Enhancement features used correctly <input type="checkbox"/> Enhancement features attractively used <input type="checkbox"/> Table attractively placed on the page & attractive overall appearance	Exhibits exceptional ability in all categories listed	Problems in one category of those listed	Problems in two categories of those listed	Problems in three or more categories of those listed
TOTAL				

Points from Keyboard/Computer Techniques Checklist _____

Points from Table and Internet Search _____

Total Assignment Points _____

EXECUTE BASIC COMPUTER OPERATIONS

Systems Utilities

Overview

GOAL: Perform systems utility activities of managing files from creation to disposition and formatting disks.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use system utilities. B1	CA3, 1.4	Perform system utility activities for appropriate management of files from creation to disposition. Create folders and files that are text, graphic, spreadsheet and database and name them for easy location and retrieval. Make note of the file extensions and/or file type as shown in the various screen views – large icons, small icons, list, details, etc. Periodically throughout the Computer Business Applications course, a checklist will be used to determine your knowledge of systems utilities. Print a copy of the folders/directories in different views with file names, icons, dates, and file type or extensions showing.	Use the checklist <i>Systems Utilities</i> assessment to evaluate student's ability to correctly create files, store files, name files, create folders/directories, transfer files, copy disks, recognize file extension, and print folders/directories showing file names, type, extensions, dates, etc. This assessment will be used periodically during the course to evaluate retention of information. An objective exam could be used to assess understanding of file formats and extensions, as well as all concepts related to systems utilities.
Manage files. B3	CA3, 1.4		
Format disks. B4	CA3, 1.4		
Copy disks. B5	CA3, 1.4		
Transfer files. B6	CA3, 1.4		
Identify file formats and extensions. B12	CA3, 1.4		

EXECUTE BASIC COMPUTER OPERATIONS

Systems Utilities

Teaching Points

Overview

Applying systems utility concepts for creating, saving, distributing, and retrieving files helps individuals manage electronic data. The ability to manage electronic data is an important aspect of business record management. Locating information quickly and backing up files in case of disaster are key issues for data management and business success. This activity applies the ability to create folders/ directories; create, name and save various types of files; transfer files; copy disks; print folders/directories to show content; recognize file types, and retain information across time.

Content Review

Review and/or demonstrate as students perform the following:

1. Creating folders/directories on disks or servers
2. Viewing paths for files on servers, disks, drives, and other peripheral devices
3. Creating text, graphic, spreadsheet, and database files
4. Understanding utilities - - names, format, views
5. Saving, retrieving, copying, transferring, and deleting files and folders/directories
6. Formatting disks - - MAC and IBM/Compatibles
7. Printing folders/directories and files in different views showing files: large icons, small icons, detail, lists, etc. (**Alt + Print Screen and other methods**)

Activity Preparation

Give students examples of files that could be created to help them simplify and make appropriate names for files for ease in location and remembrance.

Use expandable file folders of different sizes, regular file folders, file folders of different colors, and papers to demonstrate creating folders/directories and file paths.

Show students how to create folders/directories on a disk and save and/or copy files to various locations.

Allow students to practice save and save as for saving files, copying files from one location to another, and deleting files and folders/directories.

Demonstrate and/or walk students through changing different views of files: large icons, small icons, lists, details, etc.

Locate and show names of files and types/extensions of various files: spreadsheet, database, motion graphics and still graphics, photos, bitmap, word processing, etc.

Demonstrate methods of printing folders/directories to show content. Listing the directories in the various views, and then take pictures by using **Alt + Print Screen** and then pasting the picture in a word processing document.

Since many disks come formatted, choose whether to demonstrate formatting disks, reformatting a disk and/or just removing files from the disk, and using it again. Make sure students recognize that there are MAC disks and IBM compatible disks.

Discuss folder and directory and the transition between these in operating systems.

An alternate assignment would be to have students draw folders for the exercise with files that would be placed in each at each stage when adding and/or deleting files.

Accuracy levels can change for the assessment as importance is determined by the instructor.

Resources

Supplies and Materials Needed

File folders of various styles and color

Computer, connected to server if possible and access to hard drives

Disks and/or CDs- - floppy, zip

Transparencies of files and directories in computer storage and paths to files

Overhead projector or appropriate equipment for review

Books, Articles, and Other Resources

Use books on operating systems in general. These change frequently depending on technology changes.

Bergerud and Busche. *Microsoft Windows 2000 Professional*. 2001. US: Thomson Learning/Course Technology.

Gorman and Stubbs. *Introduction to Operating Systems*. 2001. MA: Thomas Learning/Course Technology.

Beskeen, Duffy, Friedrichsen, and Reding. *Microsoft Office XP*. Thomson Course Technology, Boston, MA, 2003.

Stewart, Hinkle, Tobias, Fisher-Larsen, and Marple. *Office XP: A Comprehensive Approach*. Glencoe/McGraw-Hill, Columbus, OH, 2002.

EXECUTE BASIC COMPUTER OPERATIONS

Systems Utilities

Assignment

1. On a blank disk, create files with the following names:

Sept meeting

Oct minutes

Sept announcement

Nov announcement

Letter thank you_attendance

Oct meeting

Nov minutes

Oct announcement

Letter invitation

Letter thank you_speaker Mr_Jones

Nov meeting

Sept minutes

2. Create folders/directories with the following names:

Meetings

Minutes

Announcements

Letters

3. Place appropriate files into each folder/directory and print a copy of the listing of folders/directories in details view; open each folder/directory and print a copy showing the contents of each in details view (**Alt + Print Screen** to copy/take a picture of contents). Remember to paste the results of the Alt + Print Screen into a word processing document.

4. Create a folder/directory with the following names:

September

October

November

5. Copy files for each month into the appropriate month's folder.
6. Print a copy of the final listing of folders/directories; open each folder/directory and print a copy of each folder/directory in details view that was not printed in Step 3 above.

NOTE: If the print option is not used, submit disk for evaluation with your name written on the label.

EXECUTE BASIC COMPUTER OPERATIONS

Systems Utilities Assessment

Criteria	Yes	Needs Assistance	No
Can create a file			
Can save a file			
The name given the file is easily recognizable (by someone other than creator)			
Can copy one file from one location to another			
Can copy multiple files from one location to another			
Can copy disk			
Can delete files			
Can retrieve deleted files			
Can create folders/directories			
Can copy files to folders/directories			
Can delete folders/directories			
Can recognize basic file extensions - - text (regular, rich, other) graphic/image (various still and motion), database, spreadsheet			
Can change file views to show various content			
Knows ways to print directory and/or files located in directories			
Knows methods to format a disk			
Files shown in appropriate directory			
Recognizes differences of PC and MAC disks			
Total = number of marks per cell			

If more than three marks total in “No” or “Need Assistance,” the score is not considered passing at an acceptable level. Students should repeat similar assignment until 80% accuracy is achieved.

Observation may be used for some of the criteria above to make sure students can perform the items listed.

USE WORD PROCESSING APPLICATIONS

Mail Merge

Overview

GOAL: Create a mail-merged mailable letter with dual-level bulleted items.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create and format business documents. C3	CA4, 2.1	Create a persuasive, upbeat, positive letter, using correct business English mechanics, to peers who are not members of FBLA inviting them to join. Use dual bulleting to present at least four of the goals of FBLA and at least two appropriate activities under each goal that the organization will conduct to achieve that goal this school term. Use any bullet format other than numbering or letters of the alphabet. The letter is to be merged with the names of at least ten peers and their addresses or use the school name and address. The letter should be proofread and edited for content and accuracy. Tri-fold the letter, and attach correctly prepared mailing labels to the centerfold. Save the letter electronically in a folder labeled FBLA to be used and distributed throughout the school year.	Use the <i>Mail Merge</i> assessment to evaluate the letter for accuracy in business English mechanics, accuracy of the four goals from the FBLA listing, and two appropriate activities for each. Assess the letter for image selection (symbol/graphic), bullets and correct dual-level bulleting techniques, accuracy in proofreading, editing of letter and labels, attachment of label to centerfold, and the letter saved correctly in a folder labeled FBLA.
Store and retrieve documents. C4	CA4, 1.4		
Proofread and edit copy. C6	CA1, 2.2		
Enhance documents (e.g., bold, bullets). C7	CA4, 1.8		
Create mail-merge documents. C10	CA4, 2.1		
Prepare multiple envelopes and labels. C18	CA1, 2.1		
Manage files. B3	CA3, 1.4		

WORD PROCESSING APPLICATIONS

Mail Merge Teaching Points

Overview

Listing items with supporting facts and producing a document that can be individualized and sent to multiple customers are two important word processing functions used in businesses. Bulleting information allows key points to be listed or highlighted with supporting facts as subheadings. Mail merge allows a business document/letter to be personalized and sent to hundreds or thousands of customers. The activity allows students to combine the two functions of bulleting and mail merge to create an integrated skill that is very useful in the business world.

Content Review

The following are to be reviewed with the students:

1. Preparing a mail merge
 - a. Create data base
 - b. Create source document with fields
 - c. Create merged document(s)
2. Bulleting information with subheadings
 - a. Changing bullets
 - b. Customizing bullets
 - c. Multiple levels in bullets (dual bulleting)
3. Using correct business English mechanics
4. Preparing labels
5. Folding letters (tri-fold, bi-fold, etc.) and placement of labels for mailing
6. Proofreading and editing
7. Using letter styles
 - a. Block
 - b. Modified block
 - c. Simplified
8. Creating folders and saving files
9. Writing samples: persuasive, informative, etc.

Activity Preparation

Have students determine ten names of peers to use for letter.

Review the goals of FBLA, and have students brainstorm approximately five activities that could be conducted to achieve each (to be reduced to two chosen activities).

Brainstorm with students wording for persuasive, upbeat, positive statements that do not offend.

Discuss with students the importance of mail merge and bulleting.

Demonstrate letter folding, and have students practice the process using paper to be recycled (print on one side).

Review functions of software:

- Bulleting with symbols and customizing with images
- Mail merge - - the three documents (database, letter with fields, and merged letter)
- Creating folders and saving files

Review business English mechanics and steps in proofreading and editing.

Discuss the process of the assignment.

Resources

Supplies and Materials Needed

Computer with appropriate software
Overhead projector or appropriate equipment for reviewing
Transparencies of letter styles, business English mechanics, proofreading, and editing
Dictionary, thesaurus, and reference manual (print or electronic versions)
Paper and labels (Avery 5160)

Web Sites

Missouri Web link to state FBLA
<http://www.dese.mo.gov/divvoted/fbla.htm>

Link to National FBLA
<http://www.fbla-pbl.org/>

Mail merge Web sites:
<http://businesssoft.about.com/library/blmergedoc.htm>
<http://www.halifax.k12.va.us/training/merge/mailmerge/htm>
http://www.internet+classrooms.com/msword_formletter.htm

Books, Articles, and Other Resources

Class textbook on using word processing software, sections on mail merge and bulleting

WORD PROCESSING APPLICATIONS

Mail Merge

Assignment

Create, proofread, correct, and print a letter to be merged with ten names of peers who are not members of FBLA. The letter should include four goals of FBLA with a bulleted listing of two activities for each goal.

Steps to assist in preparations of mail merged letter

1. List four goals as bulleted items. Under each goal list two activities using a second level bullet that is different from the first level bullet. Do not use numbers or letters of the alphabet.
2. Determine names and addresses of ten peers who are not members of FBLA.
3. Draft a persuasive, upbeat, positive letter with the four goals and two activities for each bulleted format. The letter should also contain information inviting peers to attend the next meeting and to join FBLA.
4. Proofread and correct all errors in the letter and addresses in the database. Merge the letter with the names and addresses of the ten peers.
5. Print source documents with fields, database, and merged letters.
6. Print all letters.
7. Prepare mailing labels and attach to letters for one-third fold. (Fold letters, place labels on the back of appropriate letters in the mailing position of the center third, then open the letters to be submitted flat.)
8. Submit letter with fields, database, and merged letters in a two-pocket folder.
9. Submit Print Screen of directory/folder with saved documents from assignment.

WORD PROCESSING APPLICATIONS

Mail Merge

Assessment

Criteria	4	3	2	1
Bullets/Enhancements <ul style="list-style-type: none"> <input type="checkbox"/> Goals bulleted <input type="checkbox"/> Activities bulleted with different bullets <input type="checkbox"/> Bullet indicator other than a, b, c or 1, 2, 3 <input type="checkbox"/> Appropriate spacing with bullets 	All criteria met	Three criteria met	Two criteria met	One criterion met
Weighted	x 2	x 2	x 2	x 2
Language & Requirements <ul style="list-style-type: none"> <input type="checkbox"/> Four goals of FBLA listed <input type="checkbox"/> Two activities listed for each goal <input type="checkbox"/> Persuasive language used inviting peers to join FBLA <input type="checkbox"/> Database and letter with fields provided <input type="checkbox"/> Appropriate language used throughout letter <input type="checkbox"/> Tone of letter upbeat and positive 	All criteria met	Five criteria met	Four criteria met	Three or fewer criteria met
Weighted	x 3	x 3	x 3	x 3
Format & Directions <ul style="list-style-type: none"> <input type="checkbox"/> Ten letters with different names in merge <input type="checkbox"/> Letters include inside address <input type="checkbox"/> Letters have appropriate salutation <input type="checkbox"/> Appropriate closing in letter <input type="checkbox"/> Correct spacing between parts in letters <input type="checkbox"/> Letters folded correctly with labels applied <input type="checkbox"/> Documents saved in FBLA folder 	All criteria met	Five criteria met	Four criteria met	Three or fewer criteria met
Weighted	x 3	x 3	x 3	x 3
Proofreading & Editing <ul style="list-style-type: none"> <input type="checkbox"/> English mechanics errors corrected <input type="checkbox"/> Typos corrected 	All errors corrected	One-two errors in documents	Three-four errors in documents	Five or more errors in documents
Weighted	x 1	x 1	x 1	x 1
TOTAL Points				

USE WORD PROCESSING APPLICATIONS

Flyer or Announcement with Enhancements

Overview

GOAL: Create and format a basic flyer or announcement with enhancement features that can be changed for the fall school term for a student organization. (Flyer will be used throughout for flyer or announcement.)

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create and format business documents. C3	CA4, 2.1	Create a basic flyer of FBLA meetings that can be changed for the fall school term of the school year (Welcome Back, month of October, November). Incorporate in each flyer appropriate graphics/images, text enhancements, and borders that correspond to the date and season and have at least two things that will be repeated. Proofread and edit the flyer. Change the orientation to print each flyer in portrait and landscape layout. Make adjustments for balance and attractiveness in both orientations, and save each with an appropriate name and print.	Use <i>Flyer or Announcement with Enhancements</i> assessment to evaluate the attractiveness and balance of each flyer in each orientation, the number of items repeated on each, use of graphics and borders, text enhancement, graphics appropriateness for date and season, proofreading and editing, and the inclusion of who, what, when, where, and why for each meeting.
Demonstrate use of enhancement features (e.g., borders, lines, shading). C20	CA4, 1.8		
Store and retrieve documents. C4	CA4, 1.4		
Set printer specifications. C5	CA4, 1.4		
Create and manipulate graphics. C12	CA4, 2.1		

USE WORD PROCESSING APPLICATIONS

Flyer or Announcement with Enhancements

Teaching Points

Overview

Flyers, announcements, and single-page leaflets are often used to create interest and let people know of the activities in an organization. Creating a theme and using several basic features allows continuity and permits creativity. Also, saving information with easily recognizable names allows easy retrieval. This word processing assignment allows students to create a flyer or announcement with design characteristics that will be repeated and allows for creativity by changing other characteristics and orientation.

Content Review

Review and/or teach the following with the students:

1. Placing borders on a full page and around text on a page; using lines, shadings, and other enhancement features; and making printer modifications to assure printing of all borders
2. Using designs such as text boxes, circles, or other shapes and placing information in designs
3. Inserting graphics including those from the Internet; manipulating graphics/images; using layout for placement of graphics/images; and achieving balance with text, text enhancement, and graphics/images placement
4. Printing information in both orientations (portrait and landscape) and making modifications to achieve balance and attractiveness
5. Storing documents using *save* and *save as*
6. Answering the 5Ws: who, what, when, where, and why
7. Selecting themes for seasons of the year and appropriateness for occasion and audience
8. Proofreading and editing

Activity Preparation

Diagram various layouts for announcements, leaflets, and flyers. Discuss themes and continuity in design and characteristics.

Have students review borders, lines, shading, and other enhancement features that could be used to enhance attractiveness of documents.

Select dates for meetings or use the actual dates for the FBLA fall semester meetings.

Discuss information representing time, place, and occasion for announcements.

Have students start a collection of announcements, flyers, and leaflets to bring for class display and discussion. (The teacher should try to collect two to three items from the same organization to show commonality in theme. The cover for the *Business Education Forum* would be a good example of a theme.)

Review steps for proofreading.

Have students note changes that occur when orientation for printing is changed on pages.

Resources

Supplies and Materials Needed

Computer

Printer (Color printer would be nice, but only final copies are to be printed using color.)

Paper

Sample flyers, leaflets, announcements, and cover pages to magazines and/or periodicals

Overhead projector or appropriate reviewing equipment

Web Sites

Key *brochures*, *flyers*, or similar words in the search box for any browser/search engine and flip through the examples for ideas on presenting information.

Books, Articles, and Other Resources

Lake. *Desktop Publishing: 10-Hour Series*. South-Western Educational Publishing, Cincinnati, OH, 2000.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

Desktop Publishing: Getting the Message Out

Video -- This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more! [10547 – BE VIDEO 49] MERIDIAN, 2000.

USE WORD PROCESSING APPLICATIONS

Flyer or Announcement with Enhancements

Assignment

Design and create a flyer announcing three fall FBLA meetings. At least two items should repeat across all announcements with other images/graphics and items changing to reflect the dates and/or theme used. The meetings are scheduled for (1) September to welcome students back to school and to the first meeting, (2) October, and (3) November. Each flyer is to have appropriate graphics and/or images that have been manipulated in some way, text enhancement (which can be resized), borders around the entire page (can also be used within page around text), shadings, lines, and other enhancement features. Arrange information for attractiveness and to attract attention but not be distracting. Each flyer is to be formatted and printed in both orientations (portrait and landscape).

Checklist to help in creating and designing your flyer:

1. Review borders, lines, and other enhancement features for possible selection.
2. Determine a theme to be used across the announcements for FBLA meetings for the fall term.
3. Answer the 5Ws (what, where, who, when and why).
4. Locate graphics and images to be used; practice manipulation for effect.
5. Preview use of text enhancement and manipulate it (as needed if it is to be used).
6. When ready, create the flyer from the design then proofread and correct all errors. (Be sure to check any text enhancements very carefully.) Make sure the flyer is “business” attractive without being distracting. Save the flyer in both orientations (portrait and landscape), naming each orientation for easy retrieval. Make any adjustments needed because of changes in orientation; and print a copy of each.
7. Make modifications as needed to the flyer in #6 for the October and November meetings, make appropriate adjustments for changes in orientation for each, save and print a copy of both (October and November flyers) in each orientation.

USE WORD PROCESSING APPLICATIONS

Flyer or Announcement with Enhancements

Assessment

Criteria	4	3	2	1
Guidelines <ul style="list-style-type: none"> <input type="checkbox"/> Three different announcements/flyers submitted <input type="checkbox"/> Flyers printed in both orientations <input type="checkbox"/> At least two items repeat across the flyers <input type="checkbox"/> Enhancement features used: borders, line, shadings, etc. 	Met all criteria	Met three criteria	Met two criteria	Met one criterion
Graphics <ul style="list-style-type: none"> <input type="checkbox"/> All information on flyer represents season/theme <input type="checkbox"/> Appropriate graphic/image selection made <input type="checkbox"/> Appropriate size used for graphic/image <input type="checkbox"/> Graphic/image manipulated 	Met all criteria	Met three criteria	Met two criteria	Met one criterion
Proofreading & 5Ws <ul style="list-style-type: none"> <input type="checkbox"/> Who, what, when, where, and time provided <input type="checkbox"/> Copy free of grammatical and keying errors 	All criteria present	One item missing	Two items missing	More than two items missing
Layout & Design <ul style="list-style-type: none"> <input type="checkbox"/> Flyers are attractive <input type="checkbox"/> Flyers will draw attention <input type="checkbox"/> Both orientations adjusted for attractiveness <input type="checkbox"/> Both orientations adjusted for best fit 	Met all criteria	Met three criteria	Met two criteria	Met one criterion
TOTAL				

USE WORD PROCESSING APPLICATIONS

Tables, Software Selection Overview

GOAL: Create a table with appropriate headings using information analyzed from classified ads.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create and format business documents. C3	CA4, 2.1	Create a table using information from five classified ads collected from the Internet for jobs in which you wish to pursue a career. Use main, secondary, and columnar headings for the table. The columnar headings should be appropriate for requirements in the ads. Enhance table for attractiveness and emphasis. Proofread and edit the information, checking for accuracy against the classifieds and correcting typos in text.	Use the <i>Tables, Software Selection</i> assessment to evaluate the accuracy of the information placed in the table from the ads; proofreading and editing skills; and labeling of main, secondary, and columnar headings in the table. Also, assess the appropriateness and attractiveness of enhancement features.
Store and retrieve documents. C4	CA4, 2.1		
Set printer specifications. C5	CA4, 1.4		
Proofread and edit copy. C6	CA4, 2.2		
Create tables. C9	CA4, 1.8		
Demonstrate principal usages of the Internet (e.g., search, locating URLs). H3	CA3, 1.2		
Evaluate Internet resources. H6	CA3, 1.7		
Demonstrate use of enhancement features. C21	CA4, 1.8		
Determine appropriate software applications for tasks. B14	CA3, 2.7		

USE WORD PROCESSING APPLICATIONS

Tables, Software Selection

Teaching Points

Overview

Tables are used to organize information into columns and rows for easy review. They are often used in organizations to get an overall view of many facts in a simple format. This activity involves correct analysis of information from classified ads, correct and appropriate labeling for main and secondary headings in overall representation of information, column labeling for specific information, and accuracy in proofreading and editing.

****Note:** This assignment is one of a 4-part assignment in Software Selection/Appropriate Software.

Content Review

The following points can be reviewed and/or taught to the students:

1. Developing tables
2. Converting paragraph-type information into columns in tables; writing for brevity/succinctness without changing the meaning of information; and correctly analyzing information
3. Appropriately labeling/naming tables and summarizing all information in each column
4. Methods of proofreading and editing

Activity Preparation

Collect simple tables and have students recreate them or use them for review. Discuss the labeling of headings as related to information in the tables - - main and secondary (overall) and in the columns (specific representation or breakdown of data).

Using classifieds from the Internet, demonstrate highlighting skills and requirements for creating a table; converting the information succinctly and correctly without losing the meaning; and labeling the column headings to represent information.

Review the steps in proofreading, checking for accuracy of information and the importance of having a correctly keyed document. Review the importance and methods of checking numbers when proofreading.

Explain that this same exercise will be completed in spreadsheet and database applications. The suggested order for completion if used as a 4-part assignment of Appropriate Software Selection is:

1. Use Word Processing Applications -- Tables, Software Selection
2. Use Spreadsheet Applications -- Spreadsheet, Software Selection
3. Use Database Applications -- Database, Software Selection; and
4. Execute Basic Computer Operations -- Appropriate Software for Tasks Report

Resources

Supplies and Materials Needed

Computer with Internet connection

Paper for printing

Online newspaper or classifieds from major cities and/or Internet ads

Markers/highlighters

Overhead projector or appropriate equipment for review

Web Sites

Web sites for tables:

<http://www.microsoft.com/office/using/column13.asp>

<http://www.framingham.k12.ma.us/intech/handouts/creatingtables.htm>

http://216.239.57.100/search?q=cache:3eqc8ejZXakC:www.portical.org/creating_tables.doc+creating+tables&hl=en&ie=UTF-8

<http://grant.d20.co.edu/grant/tables.html>

Web sites for employment ads:

<http://www.latimes.com>

<http://www.dallasnews.com>

<http://www.nytimes.com>

<http://www.nationjob.com>

<http://www.headhunter.com>

<http://www.kcstar.com> or

<http://home.post-dispatch.com/>

<http://www.startribune.com>

<http://www.denverpost.com>

<http://www.ajb.dni.us>

<http://www.monster.com>

<http://www.joboptions.com>

<http://www.kansascity.com/mld/kansascity/>

Books, Articles, and Other Resources

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

Cooperative Learning Activities for Computer Classrooms

Anderson, Rachel

Book -- Activities to teach computer technology, word processing, database management, spreadsheet usage. [4824 — BE 11.0101 A24]

ME, J. WESTON WALCH PUBLISHER, 1996.

Planning Your Career; The Complete Job Search System Video Series

Video; 13 min. -- "The Complete Job Search System Video Series" is ideal for introducing job seekers to the latest information and techniques in selecting a career and getting a job. Designed to be used by a wide variety of viewers, these programs are entertaining yet loaded with solid content, informative interviews, helpful tips, and colorful graphics.; "Planning Your Career" shows viewers how to select a rewarding and satisfying career by engaging in a reflective, self-assessment process. This process helps us achieve and understanding of ourselves by looking at different aspects of our lives including our interests, skills, education, training, values, and lifestyle. Shows the viewer how to identify and organize a variety of personal information into a form that is optimal for making informed career decisions. [6026 — C&E VIDEO 133] CHARLESTON, WV 25328-2153, CAMBRIDGE EDUCATIONAL, 1997

Foolproof Ways To Find A Job: Sharpening Job Hunting Techniques

Video; 23 min -- Techniques to use in a job search: 1. Get organized 2. Manage your time 3. Identify your job skills. Traditional ways to find a job: employment agencies, classified ads and job applications. Non-traditional methods include: using the Internet, networking, informational interviews and more. [7385 – BE VIDEO 30] JACKSONVILLE, FL, LINX EDUCATIONAL PUBLISHING INC, 1999.

USE WORD PROCESSING APPLICATIONS

Tables, Software Selection

Assignment

Use five classified Internet ads for a job in which you have an interest for a career, and place the information into a table with main and secondary headings. Labels for columns should specify skills, requirements, salaries, etc.

1. Using the Internet, find five ads for a career you may wish to pursue. Choose ads that state a salary (dollar amount). Print the ads.
2. Review the ads, highlight skills and requirements, and plan a table. Choose main and secondary headings to represent table for all information to be included. Choose columnar headings for specific information to be placed in each column; consider listing data as indicated in the ads and convert as needed. (For salaries, list them in the form as originally listed in the ad; then convert as needed to show salaries in a consistent format, use yearly unless directed otherwise by the instructor.)
3. Using a word processing software, create a table for information from the ads on requirements and skills, the job titles, salary, etc. Convert data as necessary; round salaries to nearest dollar amount. Print the table.
4. Sort the table by salary to obtain a range for the highest and lowest salaries; add the salaries and obtain an average salary.
5. Change formatting to print in as few pages as possible; print with information sorted for ranges in salary.
6. Create an electronic journal and record your reactions comparing the collection and arrangement of classified ads in a word processing table. Print and submit journal entry.
7. Submit the Internet ads and all the tables prepared (sorted and non-sorted).

Web sites for employment ads: newspaper sites, government sites, specific companies, and others which may be found by searching for the keywords employment opportunities or job ads.

USE WORD PROCESSING APPLICATIONS

Tables, Software Selection

Assessment

Criteria	10-9	8-7	6-5	4-0
Ad Collection <input type="checkbox"/> Five ads collected (printed) <input type="checkbox"/> Ads have requirements, skills, and salary listed <input type="checkbox"/> Job titles are listed in ads				
Table Format and Information <input type="checkbox"/> Heading appropriate for information in cells <input type="checkbox"/> Salary columns appropriate for original and converted information <input type="checkbox"/> Number of columns appropriate to represent data in classifieds <input type="checkbox"/> Data in cells correspond to headings <input type="checkbox"/> Columns and rows formatted for enhancement				
Salary Reporting & Formatting <input type="checkbox"/> Amounts rounded to nearest dollar (yearly, original, & range) <input type="checkbox"/> Salary shown as yearly (converted for consistency) <input type="checkbox"/> Salary shown as original amount <input type="checkbox"/> Salary range displayed in a sort				
Proofreading & Editing <input type="checkbox"/> Typos corrected <input type="checkbox"/> English mechanics errors corrected				
Journal	Yes = 2		No = 0	
<input type="checkbox"/> Journal entry submitted				
<input type="checkbox"/> Journal expresses reaction to arranging classified ads in a word processing table	4	3	2	1
<input type="checkbox"/> Ads provided and highlighted <i>1-4 points based on quantity and quality of reaction information provided and ads provided with directions followed.</i>				
TOTAL				

USE SPREADSHEET APPLICATIONS

Spreadsheet Basics

Overview

GOAL: Design and create a spreadsheet showing income and expenses of an entry-level worker in a business field.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create spreadsheets. D2	MA1, 1.8	Design and create a spreadsheet using information obtained from the <i>Occupational Outlook Handbook</i> of the expected beginning average/mean or median income of a person in a selected business field of interest. Convert salary to a monthly salary, and show taxes and expenses by categories to reveal take-home pay and money left after expenses. Format columns, rows, and cell contents for enhancements.	Use the <i>Spreadsheet Basics</i> assessment to evaluate the spreadsheet to determine the accuracy of the formula for additions, subtractions, divisions, percentages, and multiplications to determine expenses by categories of taxes, utilities, transportation, and communications. The instrument also includes the use of enhancement and formatting of cells, columns and rows and accuracy of content.
Design spreadsheets. D3	MA1, 1.8		
Edit spreadsheets. D4	MA1, 2.2		
Create basic formulas with addition, subtraction, multiplication, and division. D5	MA1.1.6		
Format cell contents (e.g., font, color, alignment, shading, decimal). D6	CA4, 1.8		
Format columns and rows. D7	CA4, 1.8		
Proofread and edit copy. C6	CA1, 2.2		

USE SPREADSHEET APPLICATIONS

Spreadsheet Basics

Teaching Points

Overview

Spreadsheet applications allow business personnel to present data in useful formats from simple to complex mathematical computations. Learning the basics to design and create a spreadsheet for accuracy and attractiveness establishes a foundation for higher skill development to be used in business applications. This project emphasizes accuracy of formulas, usability of enhancement features for formatting, and attractiveness of the spreadsheet.

Content Review

Review and/or teach the following:

1. Basics in designing a spreadsheet; design the spreadsheet on paper
2. Basics in creating the spreadsheet in the software application
3. Use of formulas to get results for mathematical functions
 - a. Addition
 - b. Subtraction
 - c. Multiplication
 - d. Division
 - e. Percentage
4. Editing spreadsheet for accuracy of formulas to represent correct outcomes and usability
5. Formatting cells, columns, and rows with shading, color, alignment, decimal placement, fonts sizes, and styles
6. Obtaining information from the *Occupational Outlook Handbook*
 - a. Locating jobs in business
 - b. Differentiating between mean/average and median income

Activity Preparation

Have each student locate and investigate a business career of interest from the *Occupational Outlook Handbook*.

Have students practice inputting mathematical formulas to get results for summing, adding, multiplying, subtracting, dividing, and finding the percent.

Demonstrate and have students practice formatting cells, rows, and columns and formatting money without and with \$ and .00 using various methods.

Have discussions about money and financial literacy and expenses persons may pay as a single member of society.

Demonstrate spreadsheet design to show subtotals and totals when categorizing data in a spreadsheet, using ruled lines and other formatting and enhancement features.

Discuss taxes and their effect on income related to deductions based on income and dependents.

Resources

Supplies and Materials Needed

Paper

Computer with Internet connection

Overhead projector or appropriate equipment for reviewing

Payroll stubs with identifying information removed (name, SSN, etc.)

Web Sites

Occupational sites:

Occupational Outlook Handbook Web site at Bureau of Labor Statistics: <http://stats.bls.gov/oco/>

Other sites with similar information to the *Occupational Outlook Handbook* (may or may not include salary)

Missouri Works: <http://www.works.state.mo.us>

America's Career InfoNet: <http://www.acinet.org/acinet/> (Note: This site has streaming videos on occupational areas and closed-captioned material.)

Tax sites:

<http://www.ksu.edu/hr/payroll/tax.html>

<http://www.payroll-taxes.com/PayrollTaxes/00000447.htm>

In the browser's search box, key these words or similar words for taxes: *employee tax rates*, *payroll taxes*

Books, Articles, and Other Resources

Occupational Outlook Handbook can be obtained from the library or counselor.

USE SPREADSHEET APPLICATIONS

Spreadsheet Basics

Assignment

1. Using the *Occupational Outlook Handbook* (OOH), locate a job in the business field that you may be interested in pursuing as a career. Review the information, and determine the entry-level salary, which may be reported in the OOH material as a mean (or average) and/or the median salary.
2. Create a spreadsheet to show the yearly salary, and convert it to a monthly salary (yearly salary / 12).
3. Using the taxes indicated below, show how much would be deducted from the salary for each tax area (monthly x 3% = Missouri taxes; monthly x 7.65% = FICA taxes; and monthly x federal taxes (from chart below) depending on the income range). Sum the taxes that would be paid, and subtract the amount from the monthly salary. This will produce the net or take-home salary. Show each tax area as a separate entry; for example,

Yearly Salary	\$24,000	
Monthly Salary		\$2,000
Federal	205	
State	60	
FICA	418	
Total Taxes		418
Take-home/Gross Salary		\$1582

The three basic taxes deducted are federal, state, and FICA. Use 3% for state taxes and 7.65 for FICA in the spreadsheet. The federal taxes will fluctuate depending on the income paid for the job performed. Use the scale below for applicable federal taxes.

Federal Taxes

Monthly income	Taxes	Monthly income	Taxes	Monthly income	Taxes
1280-1480	8%	1480-1680	9%	1680-1880	9.75%
1880-2080	10.25%	2080-2280	10.65%	2280-2480	11%
2480-2680	11.30%	2680-2880	12%	2880-3080	13%
3080-3280	13.80%	3280-3480	14.50%	3480-3680	15.25%
3680-3880	15.85%	3880-4080	16.40	4080-4280	16.90%
For every \$1000 over \$4280 add .25% to the taxes, and for every \$2000 add .50% to the taxes to compute salary deductions.					

This table is based on information from CCH Incorporated. (2002). *2003 Federal Withholding Tables with Highlights, Effective January 1, 2003*. Chicago: CCH Editorial Staff Publication.

4. Create categories for the items listed below, and make assumptions/estimates about how much each item will cost per month:
 - ❑ Rent/House Payment
 - ❑ Utilities
 - Electricity
 - Gas
 - Water and Sewer
 - ❑ Transportation
 - Car Payment
 - Insurance
 - Gasoline
 - ❑ Telecommunications
 - Cable
 - Phone
 - Cellular
 - Regular
 - Internet
5. Indicate the formula to calculate the sum of each category. Create a subtotal expense category for each expense area and a total for expense categories. Subtract the amount of the overall total expenses category from the after taxes/take-home/net income.
6. Create a spreadsheet.
7. FORMAT and enhance the columns and rows for effect with indentions, shading, color, font sizes, and styles (bold, pitch, narrow Arial, etc). Format the amounts for totals for each category to have dollar signs and two-decimal placement (\$0,000.00), and the other amounts are shown as regular numbers and no decimals (0,000). Use single- and double-ruled lines for total categories.
8. Print spreadsheet to one page.
9. Print formula page.

USE SPREADSHEET APPLICATIONS

Spreadsheet Basics

Assessment

Criteria	4	3	2	1
Formula <input type="checkbox"/> Used formula <input type="checkbox"/> Formula/function correct <input type="checkbox"/> Most appropriate use of formula	All criteria met	Two criteria correct	One criterion correct	Problems in all criteria
Enhancements <input type="checkbox"/> Categories for type of expenses shown <input type="checkbox"/> Subtotal for each category shown <input type="checkbox"/> Total for each category shown <input type="checkbox"/> Variations used for cell content to distinguish categories <input type="checkbox"/> Features used to highlight spreadsheet contents (color, font changes, etc.)	All criteria met	Four criteria correct	Three criteria correct	Two or fewer criteria correct
Salary & Taxes <input type="checkbox"/> Salary shown as yearly <input type="checkbox"/> Salary shown as monthly <input type="checkbox"/> Each of the three tax amounts shown <input type="checkbox"/> Total taxes shown	All criteria met	Three criteria correct	Two criteria correct	One criterion correct
Formatting <input type="checkbox"/> Spreadsheet attractively placed <input type="checkbox"/> Columnar and row headings used <input type="checkbox"/> Descriptive and appropriate headings <input type="checkbox"/> Single- and double-ruled lines used <input type="checkbox"/> Information easy to follow from column to column and between rows <input type="checkbox"/> Amount items use the \$0.00 or 00 as directed	All criteria met	Five criteria correct	Four criteria correct	Three or fewer criteria correct
Proofreading & Editing <input type="checkbox"/> Document error free (typos, capitalization, etc.) <input type="checkbox"/> Grammar errors corrected	Document/s error free	One error appears in document(s)	Two errors appear in document(s)	Three or more errors appear in document(s)
TOTAL Points				

USE SPREADSHEET APPLICATIONS

Spreadsheet with Graphs/Charts

Overview

GOAL: Create a spreadsheet with formulas and transform it into appropriate graphs and charts to represent the data.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create spreadsheets. D2	MA1, 1.8	Design and create a spreadsheet displaying the scores for the top players in the NBA (50 players) or WNBA (30 players). Create appropriate graphs and charts to display the distribution of average scores by team for all teams and scores by individual players for two of the teams. Provide appropriate names for columns, rows, and spreadsheet; format cells with color and shading; and vary font sizes. Provide names for the graphs and charts and use other features to highlight information on the graphs and charts.	Use the <i>Spreadsheet with Graphs/Charts</i> assessment to evaluate the spreadsheet for accuracy of formulas, use of shading and color, and naming of rows and columns with changes in font for names/headings of columns and rows. Assess the correct use of graphs and charts to represent spreadsheet data, legends which describe the data, and features highlighting information in graphs and charts (e.g., text boxes, arrows, etc.).
Design spreadsheets. D3	MA1, 1.8		
Edit spreadsheets. D4	MA1, 2.2		
Create basic formulas with addition, subtractions, multiplication, and division. D5	MA1, 1.6		
Format cell contents (e.g., font, color, alignment, shading). D6	CA4, 1.8		
Format columns and rows. D7	CA4, 1.8		
Create charts and graphs. D9	CA4, 1.8		
Proofread and edit copy. C6	CA1, 2.2		

USE SPREADSHEET APPLICATIONS

Spreadsheet with Graphs/Charts

Teaching Points

Overview

While spreadsheets allow information to be created and manipulated with mathematical calculations of data, charts and graphs provide visual images of that data for easier understanding. This assignment involves collecting data from the Internet that is to be placed into a spreadsheet and then used to create appropriate graphs and charts.

Content Review

Review with and/or teach the students the following concepts:

1. Designing spreadsheets (with formulas) and creating them in software application
2. Applying mathematical concepts - - additions, subtractions, division, multiplications, and averaging
3. Sorting information by field (column)
4. Enhancing a spreadsheet by formatting columns and row headings with effects in font, color, shading, etc.
5. Naming columns and rows
6. Creating graphs and charts from spreadsheets and discussing differences among graphs and charts and appropriate data representation - - line, bar, pie, etc.
7. Using legends, labeling the x and y axis, and highlighting graphs and charts.
8. Naming spreadsheets, graphs, and charts.

Activity Preparation

Have students use Web sites for the statistics of the National Basketball Association (NBA) and the Women's National Basketball Association (WNBA), and obtain the top 50 men's and/or the top 30 women's scores.

Based upon their review, have students select two teams to use for analysis.

Have students design a spreadsheet on paper and calculate with paper and pen or calculator to get needed results (totals, averages, etc.), then place information in a spreadsheet.

Provide examples of various graphs and charts for discussion of how to represent information

Resources

Supplies and Materials Needed

Computer

Paper

Internet connection

Overhead projector or appropriate equipment for review

Transparencies of various types of graphs and charts for review and discussion

Web Sites

Sites for Development of Graphs and Charts:

Sites that serve as tutorials on how to create graphs and charts

<http://www.my-ecoach.com/opportunities/z31.html>

http://departments.oxy.edu/its/training/excel/excel_charts.html

Articles on developing spreadsheets

<http://sysmod.com/sslinks.htm>

Sites discussing when and why to create graphs/graphics

<http://www.ideabook.com/chart.htm>

<http://www.strategiccomm.com/usecharts.html>

Key in the words *creating graphs and charts* in the search box of a search engine, such as Yahoo.com.

Sites for basketball:

Statistics site for NBA

<http://www.nba.com/statistics/index.html>

Statistics sites for WNBA

http://www.wnba.com/statistics/default_post_season_leaders/LeagueLeadersPPGQuery.html

<http://www.wnba.com/>

Articles, Books, and Other Resources

Rutkosky. ***Benchmark Series: Microsoft Office XP***. EMC Paradigm, St. Paul, MN, 2002, Excel Unit.

Shelly, Cashman and Vermaat. *Microsoft Office XP Introductory Concepts and Techniques, Windows XP Enhanced*, Perfect Bound, Thomson Course Technology, Independence, KY, 2002.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

Cooperative Learning Activities for Computer Classrooms

Anderson, Rachel

Book -- Activities to teach computer technology, word processing, database management, spreadsheet usage. [4824 — BE 11.0101 A24]

ME, J. WESTON WALCH PUBLISHER, 1996.

USE SPREADSHEET APPLICATIONS

Spreadsheet with Graphs/Charts

Assignment

This assignment will allow you to use the Internet to obtain information about the National Basketball Association (NBA) and Women's National Basketball Association (WNBA) top scorers. You will prepare a spreadsheet on players in one of the two leagues. You will then use the spreadsheet to create graphs and charts of information on players from any two teams.

1. Select either the NBA or WNBA and, using the Internet, locate the statistics of the top players (50 players for the NBA or 30 players for the WNBA who will be listed on the Web site).
2. Record the statistics in a spreadsheet in the order they appear by player's name; list the rebounds, points, and games; then print the spreadsheet to one page. (Set print output to one page.)
3. Compute the total and average scores by team and player. To do this, you may have to sort by teams; print the spreadsheet. (Set print output to one page.)
4. Provide appropriate names for the columns and rows.
5. Provide an appropriate name for the spreadsheet.
6. Use formatting features (font, shading, color) to make the spreadsheet more attractive.
7. Select two teams to highlight with graphs and/or charts.
8. Prepare at least two appropriate graphs and/or charts to represent the information about the two teams. Name the graphs and charts to represent data; use text boxes, arrows, etc. to highlight information on the graphs and/or charts.
9. Submit printed copies of the spreadsheet (printed to one page).
10. Submit printed copies of graphs and/or charts.
11. Print and submit formula page (printed to one page).

Web Sites

Sites for development of graphs and charts:

Sites that serve as tutorials on how to create graphs and charts

<http://www.my-ecoach.com/opportunities/z31.html>

http://departments.oxy.edu/its/training/excel/excel_charts.html

Sites discussing when and why to create graphs/graphics

<http://www.ideabook.com/chart.htm>

<http://www.strategiccomm.com/usecharts.html>

USE SPREADSHEET APPLICATIONS

Spreadsheet with Graphs/Charts

Assessment

Criteria	4	3	2	1
Requested Information <input type="checkbox"/> Information accurate on teams and members <input type="checkbox"/> Sorts completed by team <input type="checkbox"/> Information/team members' names listed as it is on source copy <input type="checkbox"/> Two teams selected for information graphing/charting	All criteria met	One criterion incorrect or missing	Two criteria incorrect or missing	More than two criteria incorrect or missing
Formula <input type="checkbox"/> Formula and not numbers used to calculate results <input type="checkbox"/> Formula and/or function correct <input type="checkbox"/> Desired results obtained with formula	All criteria met	One criterion incorrect or missing	Two criteria incorrect or missing	More than two criteria incorrect or missing
Spreadsheet <input type="checkbox"/> Spreadsheet has appropriate heading <input type="checkbox"/> Heading placed attractively on spreadsheet <input type="checkbox"/> Columns and rows have appropriately named headings <input type="checkbox"/> Formatting enhancements used <input type="checkbox"/> Formatting enhancements appropriate and attractive	All criteria met	One criterion incorrect or missing	Two criteria incorrect or missing	More than two criteria incorrect or missing
Graphs/Charts <input type="checkbox"/> Graphs/Charts most appropriate to represent data <input type="checkbox"/> Graphs/Charts represents data accurately <input type="checkbox"/> Appropriate heading used for data <input type="checkbox"/> Information highlighted attractively and appropriately <input type="checkbox"/> Legends used to best effect	All criteria met	One criterion incorrect or missing	Two criteria incorrect or missing	More than two criteria incorrect or missing
Proofreading & Editing <input type="checkbox"/> Accurately keyed (no typos) <input type="checkbox"/> English mechanics correct	No errors in spreadsheet or graphs/charts	2 errors found in graphs/charts	3-4 errors found in graphs/charts	Four or more errors in graphs/charts
TOTAL				

USE SPREADSHEET APPLICATIONS

Spreadsheets in Word Processing

Overview

GOAL: Incorporate a spreadsheet forecasting funding into a word processing document (flyer) encouraging participation by members of an organization

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Incorporate spreadsheets in word processing documents. D13	CA4, 2.3	Design and create spreadsheets with appropriate formulas to forecast sales campaigns for FBLA for the school year. Indicate contributions needed by each member for a successful campaign for travel to the state leadership and competitive contests. Incorporate the spreadsheet(s) and appropriate charts and graphs created from it (them) into a word processing flyer as a persuasive, upbeat, positive message to encourage member participation. The flyer should be attractive and attention getting, have a footer with the student's name left aligned and the school year right aligned, have appropriate graphic/image that has been resized and positioned for best effect, and have no errors.	Using the <i>Spreadsheets in Word Processing</i> assessment, evaluate the flyer for attractiveness considering positioning/placement of charts, graphs, spreadsheets, and graphics around text. Assess the accuracy of the formulas used to show totals, amounts, etc.; appropriate selection of graphs and charts for each member's contribution as forecasted; the footer; adherence to directions; and an error-free document. Assess the overall balance of text to graphic contribution - - text to pictures, charts, graphs, and spreadsheet and accurate and adequate discussion of the spreadsheet in an appropriate language and tone.
Create business documents using advanced word processing features (e.g., headers, footers, graphics). C22	CA4, 2.1		
Design spreadsheet. D3	MA1, 1.8		
Create spreadsheet. D2	MA1, 1.8		
Create charts and graphs. D9	CA4, 1.8		
Create and manipulate graphics. C12	CA4, 2.1		
Create basic formulas with addition, subtraction, multiplication, and division. C5	MA1, 1.6		
Proofread and edit copy. C6	CA1, 2.2		
Create and format business documents. C3	CA4, 2.1		

USE SPREADSHEET APPLICATIONS

Spreadsheets in Word Processing

Teaching Points

Overview

Using software as independent or standalone programs is important in the day-to-day operations of a business. Equally important, however, is the use of various applications by integration. This project allows the individual to create and design spreadsheets and convert them to charts and graphs. Using word processing along with graphics, an attractive flyer can be created.

Content Review

Review with and/or teach the students the following concepts:

1. Designing and creating spreadsheets
2. Using formulas to obtain desired results (multiplication, division, addition, subtraction)
3. Printing spreadsheets and formula sheets; printing to one page
4. Following directions
5. Using footers and aligning information in footers
6. Achieving balance
 - a. Using text and graphical information on the page
 - b. Layout of images on a page
 - c. Text wrapped around images

Activity Preparation

Have students decide the number of FBLA events to be attended and determine the amount of money needed.

Discuss formula development to obtain results (total divided by number of participants = amount needed for each participant).

Have students develop a spreadsheet and evaluate the formula.

Have students select graphics/images, resize and reshape them for effect, and wrap text around them.

Allow students to use footers and practice balancing and placing information.

Discuss following directions.

Brainstorm with students wording that is persuasive, upbeat, positive that encourages participation.

Resources

Supplies and Materials Needed

Paper

Computer and spreadsheet and word processing software

Overhead projector or appropriate equipment for reviewing

Transparencies of appropriate use and inappropriate use of graphs and charts, good flyers with balance, poor examples of flyers

Web Sites

Sites on creating spreadsheets:

http://www.create4ms.org/howto/MS_Excel_Creating_Spreadsheets_Charts.pdf

<http://clipper.lehigh.edu/engr1/notes/excelgraphs.htm>

Books, Articles, and Other Resources

Rutkosky. *Benchmark Series: Microsoft Office XP*. EMC Paradigm, St. Paul, MN, 2002.

Use CATER (Career and Technical Education Resources) to locate books, videos, etc. in Missouri

<http://cater.missouri.edu/resources/>

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ME, J. WESTON WALCH PUBLISHER, 1996.

USE SPREADSHEET APPLICATIONS

Spreadsheets in Word Processing

Assignment

This assignment allows you to integrate skills from word processing and spreadsheet development. You will (1) design and create a spreadsheet, (2) create appropriate graphs and charts from the spreadsheet, (3) place graphs, charts, and spreadsheets in a word processing document (flyer), and (4) add one or several graphics/images. Using the spreadsheets, graphs, charts, and graphics, you will write a message encouraging persons to help raise money for attendance/trips to FBLA leadership and/or competitive events this school year (20xx).

1. Decide how many events will be attended and how much money will be needed.
2. Determine how many members will be attending the events and how many members are in the organization.
3. Determine types of events to have for fundraisers, and draft a written message encouraging participation in the fundraising events. (This will be modified as you put together your charts and graphs and select your graphic.)
4. Create a spreadsheet to determine how much money each person planning to attend events will be responsible for raising. Provide an appropriate name for the spreadsheet and appropriate names for the columns. Create charts and graphs to represent the spreadsheet data.
5. Determine which charts and graphs will need to be developed to represent the numeric information in the spreadsheet and which will be most effective to encourage participation.
6. Determine graphics/images, which are to be resized, and used to support your message.
7. **NOW, you have done all the preparations!!! Develop a flyer that is attractive and error free; make sure to insert a spreadsheet, graph or a chart, and/or graphic/image. Make sure the layout of the text and graphics is attractive. Use language that is persuasive, upbeat and positive to encourage participation.**
8. Include a footer at the lowest possible print margin according to the information in the assessment instrument - - name left aligned with left margin and school year right aligned with right margin.
9. Submit a printout of the spreadsheet and the flyer.
10. Print and submit the formula page.

USE SPREADSHEET APPLICATIONS

Spreadsheets in Word Processing

Assessment

Criteria	4	3	2	1
Text/Language <ul style="list-style-type: none"> <input type="checkbox"/> Language appropriate to encourage participation <input type="checkbox"/> Text used adequately represents spreadsheet and/or graphics/images <input type="checkbox"/> Text accurately discusses spreadsheet and each member's contribution <input type="checkbox"/> Tone of language positive, encouraging, and persuasive 	All criteria met	Three criteria met	Two criteria met	One criterion correct
Layout & Design <ul style="list-style-type: none"> <input type="checkbox"/> Layout balanced with graphic to text distribution <input type="checkbox"/> Text and graphics/images/spreadsheets positioned for best overall effect <input type="checkbox"/> Information balanced within the margins (top, bottom, left, and right) <input type="checkbox"/> Text layout around graphic/image or spreadsheet uses an appropriate wrap method/layout <input type="checkbox"/> Attractive overall layout and design 	All criteria met	Four criteria met	Three criteria met	Two or fewer criteria met
Spreadsheet <ul style="list-style-type: none"> <input type="checkbox"/> Spreadsheet has a heading and appropriately labeled columns and rows <input type="checkbox"/> Formula used and not numbers with math symbols or answers <input type="checkbox"/> Appropriate formula and/or function chosen <input type="checkbox"/> Correct answer and answer format derived with formula 	All criteria met	Three criteria met	Two criteria met	One criterion met
Graphics/Images <ul style="list-style-type: none"> <input type="checkbox"/> Graphics and images other than spreadsheet appropriate <input type="checkbox"/> Graphics, images, and spreadsheet resized appropriately as needed <input type="checkbox"/> Graphics, images, and spreadsheet positioned for best effect <input type="checkbox"/> Spreadsheet enhanced for attractiveness considering flyer design 	All criteria met	Three criteria met	Two criteria met	One criterion met
Footer <ul style="list-style-type: none"> <input type="checkbox"/> Name located in footer <input type="checkbox"/> Name is left aligned with left margin <input type="checkbox"/> School year located in footer <input type="checkbox"/> School year right aligned with right margin 	All criteria met	Three criteria met	Two criteria met	One criterion met
Proofreading & Editing <ul style="list-style-type: none"> <input type="checkbox"/> Typos corrected <input type="checkbox"/> English mechanics errors corrected 	All errors corrected	One error uncorrected	Two errors uncorrected	Three or more errors uncorrected
TOTAL Points				

USE SPREADSHEET APPLICATIONS

Spreadsheet, Software Selection

Overview

GOAL: Create a spreadsheet using appropriate headings for columns and rows and correct formula to average salaries on information from classified ads.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create spreadsheets. D2	MA1, 1.8	Create a spreadsheet using information from five classified ads collected from the Internet for jobs in which you wish to pursue a career. Use main, secondary, and columnar headings for the spreadsheet. Headings for the columns and rows should be appropriate for requirements, skills, and job titles used in the ads. Create a formula to show the average yearly salary and the range for the five ads. Proofread and edit the information, checking for accuracy against the classifieds and correcting typos in text.	Use the <i>Spreadsheet, Software Selection</i> assessment to evaluate the accuracy of the information placed in the spreadsheet from the ads; proofreading and editing skills; and labeling of main, secondary, row, and column headings for information in the spreadsheet. Assess accuracy of sorts and formulas used to show ranges, average, salaries as listed, and conversion of salaries to yearly (or the same format) if not stated in the same format in the ads (preferably yearly).
Design spreadsheets. D3	MA1, 1.8		
Set printer specifications. D12	MA1, 1.8		
Edit spreadsheets. D4	MA1, 2.2		
Create basic formulas with additions, subtraction, multiplication, and division. D5	MA1, 1.6		
Demonstrate principal usages of the Internet (e.g., search, locating URLs). H3	CA3, 1.2		
Evaluate Internet resources. H6	CA3, 1.7		
Format cell contents (e.g., font, color, alignment, shading, and decimal). D6	CA4, 1.8		
Format columns and rows. D7	CA4, 1.8		
Determine appropriate software applications for tasks. B14	CA3, 2.7		
Proofread and edit copy. C6	CA1, 2.2		

USE SPREADSHEET APPLICATIONS

Spreadsheet, Software Selection

Teaching Points

Overview

Spreadsheets are often used in businesses to perform simple to complex and lengthy mathematical functions. This activity involves placing paragraph/textual information into a spreadsheet; labeling main, secondary, and column headings to indicate type of information overall and the specificity of columnar information; using data succinctly in columns without changing the meaning of the information, and proofreading for accuracy.

****Note:** This assignment is one of a 4-part assignment in Software Selection/Appropriate Software.

Content Review

The following points can be reviewed with and/or taught to students:

1. Designing a spreadsheet and then creating the spreadsheet from the design.
2. Working with formulas in spreadsheets to obtain totals and averages.
3. Working with sorts to show ranges for amounts.
4. Labeling spreadsheets for the heading of the spreadsheet, secondary heading, and columnar headings.
5. Changing paragraph information into data that fits into a cell in a spreadsheet without changing the intended meaning.
6. Using information as listed and then converting information for analysis to be represented in the same format (integrity of data use).
7. Steps in proofreading with special attention to numbers.

Activity Preparation

Discuss with students occasions when they have created spreadsheets, ways they were used, types of information used in spreadsheets, and the types of analysis performed.

Use a classified ad from the Internet and demonstrate the process of highlighting information about skills, requirements, and salaries. Reword the information to go into a spreadsheet and label columnar headings to represent information recorded.

Design a spreadsheet to represent textual information converted for a spreadsheet.

Discuss the importance of representing data as it appears and converting it to the same format for analysis.

Review proofreading and editing techniques in general, and specifically numbers used in spreadsheets.

Explain that this same exercise will be completed in word processing and database applications. The suggested order for completion if used as a 4-part assignment of Appropriate Software Selection:

1. Use Word Processing Applications -- Tables, Software Selection
2. Use Spreadsheet Applications -- Spreadsheet, Software Selection
3. Use Database Applications -- Database, Software Selection; and
4. Execute Basic Computer Operations -- Appropriate Software for Tasks Report

Resources

Supplies and Materials Needed

Computer with appropriate spreadsheet software
Internet connection and/or newspaper classified ads
Transparencies of spreadsheets from design to creation stages
Paper
Highlighters
Overhead projector and/or appropriate equipment for reviewing
Printer

Web Sites

Sites on creating spreadsheets:

http://www.create4ms.org/howto/MS_Excel_Creating_Spreadsheets_Charts.pdf

<http://clipper.lehigh.edu/engr1/notes/excelgraphs.htm>

Web sites for employment ads:

<http://www.latimes.com>

<http://www.dallasnews.com>

<http://www.nytimes.com>

<http://www.nationjob.com>

<http://www.headhunter.com>

<http://www.kcstar.com> or

<http://home.post-dispatch.com/>

<http://www.startribune.com>

<http://www.denverpost.com>

<http://www.ajb.dni.us>

<http://www.monster.com>

<http://www.joboptions.com>

<http://www.kansascity.com/mld/kansascity/>

Books, Articles, and Other Resources

Rutkosky and Seguin. *Microsoft Office 2000 Marquee Series*. EMCParadigm, St. Paul, MN, 2001.

Shelly, Cashman and Vermaat. *Microsoft Office XP Introductory Concepts and Techniques, Windows XP Enhanced*, Perfect Bound, Thomson Course Technology, Independence, KY, 2002.

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Cooperative Learning Activities for Computer Classrooms

Anderson, Rachel

Book -- Activities to teach computer technology, word processing, database management, spreadsheet usage. [4824 — BE 11.0101 A24]

ME, J. WESTON WALCH PUBLISHER, 1996.

Planning Your Career; The Complete Job Search System Video Series

Video; 13 min. -- "The Complete Job Search System Video Series" is ideal for introducing job seekers to the latest information and techniques in selecting a career and getting a job. Designed to be used by a wide variety of viewers, these programs are entertaining yet loaded with solid content, informative interviews, helpful tips, and colorful graphics.; "Planning Your Career" shows viewers how to select a rewarding and satisfying career by engaging in a reflective, self-assessment process. This process helps us achieve and understanding of ourselves by looking at different aspects of our lives including our interests, skills, education, training, values, and lifestyle. Shows the viewer how to identify and organize a variety of personal information into a form that is optimal for making informed career decisions. [6026 — C&E VIDEO 133]
CHARLESTON, WV 25328-2153, CAMBRIDGE EDUCATIONAL, 1997.

Foolproof Ways To Find A Job: Sharpening Job Hunting Techniques

Video; 23 min -- Techniques to use in a job search: 1. Get organized 2. Manage your time 3. Identify your job skills. Traditional ways to find a job: employment agencies, classified ads and job applications. Non-traditional methods include: using the Internet, networking, informational interviews and more. [7385 – BE VIDEO 30] JACKSONVILLE, FL, LINX EDUCATIONAL PUBLISHING INC, 1999.

USE SPREADSHEET APPLICATIONS

Spreadsheet, Software Selection

Assignment

Use five classified Internet ads for a job in which you have an interest for a career and place the information into a spreadsheet with main and secondary headings for the spreadsheet. Make headings for columns and rows for skills, requirements, salaries, etc. as appropriate based on the ads. Read all directions before beginning.

1. Using the Internet, collect five ads for a career you may wish to pursue. Choose ads that state a salary (dollar amount). Print the ads.
2. Review the ads, highlight skills and requirements, and plan a spreadsheet. Choose main and secondary headings to represent information to be included. Label columnar headings for specific information to be placed in each column; consider listing data as indicated in the ads and then convert as needed. List salary in original form from the ad, and then convert so that all salaries are listed in the same format (yearly).
3. Using spreadsheet software, create a table for the ads and the information on requirements and skills, the job titles, salary, etc. Convert data when and as needed; round converted salary to nearest dollar.
4. Sort by salary to obtain a range for the highest and lowest yearly salaries; add the salaries and obtain an average yearly salary.
5. Change formatting to print in as few pages as possible; print with information sorted for ranges in salary and again to show average salary.
6. Print formula page.
7. Create an electronic journal making notes on pros and cons of using a spreadsheet for this type of data collection and reporting. Print and submit journal entry.
8. Submit the Internet ads and all spreadsheets (sorted and non-sorted).

Web sites for employment ads: newspaper sites, government sites, specific companies and others which may be found by searching for the keywords employment opportunities or job ads.

USE SPREADSHEET APPLICATIONS

Spreadsheet, Software Selection Assessment

Criteria	10-9	8-7	6-5	4-0
Formula <input type="checkbox"/> Used formula <input type="checkbox"/> Formula/function correct <input type="checkbox"/> Most appropriate use of formula				
Enhancements & Info Reporting <input type="checkbox"/> Heading appropriate for data in cells <input type="checkbox"/> Salary columns appropriate for original and converted information <input type="checkbox"/> Number of columns appropriate to represent data in classifieds <input type="checkbox"/> Data in cells corresponds to headings <input type="checkbox"/> Columns and rows formatted for enhancement				
Salary Reporting & Formatting <input type="checkbox"/> Amount rounded to nearest dollar <input type="checkbox"/> Salary shown as yearly <input type="checkbox"/> Salary shown as listed in ads <input type="checkbox"/> Converted salary rounded <input type="checkbox"/> Salary range displayed in one sort <input type="checkbox"/> Average salary shown				
Printing <input type="checkbox"/> Formula page printed <input type="checkbox"/> Appropriate number of prints provided (sorts, range) <input type="checkbox"/> Print accomplished in minimum number of pages				
Proofreading & Editing <input type="checkbox"/> Typos corrected <input type="checkbox"/> English mechanics errors corrected <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
Journal and Ads	Yes = 2		No = 0	
<input type="checkbox"/> Journal entry submitted				
<input type="checkbox"/> Journal expresses reaction to arranging classified ads in a word processing table	4	3	2	1
<input type="checkbox"/> Ads provided and highlighted <i>1-4 points based on quantity and quality of reaction information provided in journal and ads provided with directions followed.</i>				
TOTAL Points				

USE DATABASE APPLICATIONS

Generate and Format Reports Overview

GOAL: Create a database from an Internet shopping spree for books on the Internet.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create a database. E2	CA1, 1.2	Create a database of 20 books of interest from sites on the Internet. Include fields that represent information used to locate books like ISBN, author, title, publisher, price, cover type - - hard back or paper, etc. Follow directions to prepare a report representative of the selected fields of information.	Use the <i>Generate and Format Reports</i> assessment to evaluate the database created with appropriate field names, correct spacing of field names, locating the number of required records, proofreading and editing skills, and following directions.
Generate and format reports. E5	CA3, 1.8		
Modify databases using advance queries (e.g., combine, calculate, update, duplicate). E12	CA3, 1.8		
Demonstrate principal usages of the Internet (e.g., search, locating URLs). H3	CA3, 1.2		
Proofread and edit copy. C6	CA1, 2.2		

USE DATABASE APPLICATIONS

Generate and Format Reports

Teaching Points

Overview

Reports summarize or present information from data sources. Often, the reports are used for decision-making purposes, and sometimes they are used because they are the best method to display the information for ease of use. This activity involves determining field names, collecting appropriate information for fields, selecting of appropriate information as requested, and formatting a report for distribution.

Content Review

The following are points to be considered for review and/or teaching:

1. Development of a database
 - a. Field
 - b. Naming fields
 - c. Using help items
 - d. Simple, unique, recognizable field name
 - e. Spacing
 - f. Letter case (upper and lower case letter use)
 - g. Record
2. Data type
3. Entering data
 - a. Views: design view and table
 - b. Forms
 - c. Primary key
4. Naming the database
5. Queries
6. Reports
 - a. Reason for using reports
 - b. Using queries
 - c. Looks of reports
 - i. Columnar
 - ii. Tabular
 - iii. Special features (font, color, lines, etc.)
 - d. Levels of data sorting and grouping information in reports
 - e. Fields to use
 - f. Sorting
7. Using help (databases and reports)

Activity Preparation

Brainstorm with students the why and how of databases.

Brainstorm Web sites used by students to order materials. If no book sites are suggested, provide a listing of Web sites that sell books, e.g. Amazon, Barnes & Noble, eBay, etc.

Demonstrate to students how to set up a database.

Demonstrate report generation and preparation giving consideration to the content review above.

Resources

Supplies and Materials Needed

Computer with appropriate software, including database software

Paper

Printer

Internet connection

Overhead projector or appropriate curriculum for review

Transparencies of database design and creation

Transparencies of preparation of reports

Web Sites

Database principles:

<http://www.its.uidaho.edu/bustech>

Follow this path: click on "Information Systems" (at the left), "Databases" (at the top), then on the topics for databases (at the left).

http://www.geekgirls.com/menu_databases.htm

http://www.geekgirls.com/databases_from_scratch_2.htm

http://www.dbcc.cc.fl.us/fipse_sh/database2.htm

<http://www.fgcu.edu/support/office2000/access/tables.html>

<http://www.uic.edu/depts/accs/seminars/access-intro/create-tables.html>

Other Sites

<http://www.microsoft.com>

<http://www.ebay.com>

<http://www.amazon.com>

<http://www.borders.com>

Books, Articles, and Other Resources

Rutkosky. *Benchmark Series: Microsoft Office XP*. EMCParadigm, St. Paul, MN, 2002.

Rutkosky and Seguin. *Microsoft Office 2000 Marquee Series*. EMCParadigm, St. Paul, MN, 2001.

Shelly, Cashman and Vermaat. *Microsoft Office XP Introductory Concepts and Techniques, Windows XP Enhanced*, Perfect Bound, Thomson Course Technology, Independence, KY, 2002.

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Anderson, Rachel

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ME, J. WESTON WALCH PUBLISHER, 1996.

USE DATABASE APPLICATIONS

Generate and Format Reports

Assignment

1. Use the Internet to find at least 20 hardbound or softbound books to include in a database using appropriate fields.
2. Use any available Web sites to obtain the information for your database. Suggestions: <http://www.bn.com>, <http://www.amazon.com>, and <http://www.half.ebay.com/products/books/>
3. Create a database named ***yournameBooks***. You will need at least 20 books. Each book needs to be classified in a particular subject area, e.g. romance, psychology, health, technical, etc.
4. Use at least 10 fields in the database to include but not limited to: Title, Author, Publisher, ISBN, CoverType, Classification, and PurchasePrice.
5. Provide a keyboarded listing of any field name and description used other than those provided below.
6. Print a copy of the table of the ***yournameBooks*** database. (Select the best page setup to print to one page, if possible.)
7. Query the database and generate and print a report to include title, author, classification, purchase price, and at least one other field of importance to you. (Use tabular or columnar as directed by instructor.) Change features of the report to make it attractive (color, layout, etc.).

Possible descriptions of fields:

Title = title of book

Author = writer/s of book

Publisher = publishing company

ISBN = International Standard Book Number

CoverType = hardbound or softbound

Classification = fiction or non-fiction

PurchasePrice = cost to purchase the book

Other possible names and descriptions:

Source = where located, e.g., eBay, Barnes and Nobles, etc.

Subject = romance, health, technical, etc.

Audience = children or adult

USE DATABASE APPLICATIONS

Generate and Format Reports

Assessment

Criteria	4	3	2	1
The number of records in the database	20 or more records in database	Between 16-19 records provided	Between 12-15 records provided	11 or fewer records in the database
Appropriate naming of fields and use of space in names	10 field names and spacing correct	9-8 field names and spacing correct	7-6 field names or spacing correct	5 or fewer field names or spacing correct
The number of required fields used in table/database	10 required fields used	9 fields used	8 fields used	7 or fewer fields used
The names of required fields used in table	Required named fields used	6 required named fields used	5 required named fields used	4 or fewer required named fields used
The name and number of required fields used in report	The names and number of required fields used	1 name and/or number of required fields missing	2 names and/or number of required fields missing	3 or more names and/or number of required fields missing
Documents are error free	All errors corrected	1-2 uncorrected errors	3-4 uncorrected errors	5 or more uncorrected errors
Subtotal Points				
	YES = 2	NO = 0		
Appropriate naming of database				
Requested report format generated				
TOTAL POINTS				

USE DATABASE APPLICATIONS

Database, Software Selection Overview

GOAL: Create a database using appropriate headings for fields and correct formula to average salary from classified ads.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Create a database. E2	CA1, 1.2	Create a database using information from five classified ads collected from the Internet for jobs in which you wish to pursue a career. Determine the names to be used for fields according to database guidelines for requirements in the ads and titles used in the ads. Determine the primary key or let the software select one. Create formula to show the average yearly salary for the five ads. Proofread and edit the information checking for accuracy against the classifieds and typos in text.	Use the <i>Database, Software Selection</i> assessment to evaluate the accuracy of the information placed in the database from the ads, proofreading and editing skills, and the use and naming fields for information displayed in the database. Assess accuracy of information when conversion of salaries to yearly is not stated in this format in the ads.
Process material using database features (e.g., query, sort, merge). E3	CA3, 1.8		
Generate and format reports. E5	CA3, 1.8		
Distinguish between different field types. E7	CA3, 1.8		
Modify databases using advance queries (e.g., combine, calculate, update, duplicate). E12	CA3, 1.8		
Demonstrate principal usages of the Internet (e.g., search, locating URLs). H3	CA3, 1.2		
Evaluate Internet resources. H6	CA3, 1.7		
Determine appropriate software applications for tasks. B14	CA3, 2.7		
Proofread and edit copy. C6	CA1, 2.2		

USE DATABASE APPLICATIONS

Database, Software Selection

Teaching Points

Overview

Many software applications can perform similar tasks. However, depending on the complexity, long-term use, and extensiveness of data used and manipulations needed for the data, one particular software application may be a better choice than another. This activity involves placing paragraph/textual information into a database; naming fields; using appropriate data type; identifying a primary key; methods to entering data; using queries, filters, and reports; printing reports and tables; and proofreading for accuracy.

****Note:** This assignment is one of a 4-part assignment in Software Selection/Appropriate Software.

Content Review

The following are points to review with and/or teach to students:

1. Database principles
 - a. Field
 - b. Record
 - c. Naming fields
 - i. Simple, unique, recognizable names
 - ii. No spacing
 - iii. Upper and lower case lettering
2. Data type
3. Entering data
 - a. Views: design view and table
 - b. Forms
 - c. Primary key
4. Naming the database
5. Converting paragraph style text to database
6. Filters: selection, form, etc.
7. Queries and Reports
8. Printing: tables, reports, filters, queries, views, forms, etc.

Activity Preparation

Have students use the Internet to locate five ads for jobs in which they may wish to pursue a career.

Demonstrate the process of converting paragraph style information into database style information: one piece of information in a field.

Brainstorm with students the benefits of using a database to collect information on classifieds or paragraph-text-based information.

Perform mathematical functions (addition, subtraction, multiplication, division, average) in database software.

Demonstrate how to change information to the same format for comparison. If salary is listed in weekly, monthly, and yearly, how should you handle this scenario? Review the importance of stating data as reported then converting it to a common format for comparison.

Discuss and/or demonstrate techniques for printing to as few pages as possible and printing different items (tables, reports, views, etc.)

Explain that this same exercise will be completed in word processing and spreadsheet applications. The suggested order for completion if used as a 4-part assignment of Appropriate Software Selection is:

1. Use Word Processing Applications -- Tables, Software Selection
2. Use Spreadsheet Applications -- Spreadsheet, Software Selection
3. Use Database Applications -- Database, Software Selection; and
4. Execute Basic Computer Operations -- Appropriate Software for Tasks Report

Resources

Supplies and Materials Needed

Computer with appropriate database software

Paper

Printer

Internet connection to locate classified ad

Overhead projector or appropriate equipment for review

Transparencies of database design and creation

Web Sites

Database principles:

<http://www.its.uidaho.edu/bustech>

Follow this path: click on "Information Systems" listing (at the left), "Databases" (at the top), then on the topics for databases (at the left).

http://www.geekgirls.com/menu_databases.htm

http://www.geekgirls.com/databases_from_scratch_2.htm

http://www.dbcc.cc.fl.us/fipse_sh/database2.htm

http://www.evolt.org/article/Beginning_Database_Design_Part_I/18/27137/

<http://www.fgcu.edu/support/office2000/access/tables.html>

<http://www.uic.edu/depts/accc/seminars/access-intro/create-tables.html>

Ads for jobs:

<http://www.latimes.com>

<http://www.dallasnews.com>

<http://www.nytimes.com>

<http://www.nationjob.com>

<http://www.headhunter.com>

<http://www.kcstar.com> or

<http://home.post-dispatch.com/>

<http://www.startribune.com>

<http://www.denverpost.com>

<http://www.ajb.dni.us>

<http://www.monster.com>

<http://www.joboptions.com>

<http://www.kansascity.com/mld/kansascity/>

Books, Articles, and Other Resources

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Designs to be used by a wide variety of viewers, these programs are entertaining yet loaded with solid content, informative interviews, helpful tips, and colorful graphics.; "Planning Your Career" shows viewers how to select a rewarding and satisfying career by engaging in a reflective, self-assessment process. This process helps us achieve and understanding of ourselves by looking at different aspects of our lives including our interests, skills, education, training, values, and lifestyle. Shows the viewer how to identify and organize a variety of personal information into a form that is optimal for making informed career decisions.

[6026 — C&E VIDEO 133]

CHARLESTON, WV 25328-2153, CAMBRIDGE EDUCATIONAL, 1997

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Video; 23 min -- Techniques to use in a job search: 1. Get organized 2. Manage your time 3. Identify your job skills. Traditional ways to find a job: employment agencies, classified ads and job applications. Non-traditional methods include: using the Internet, networking, informational interviews and more. [7385 – BE VIDEO 30] JACKSONVILLE, FL, LINX EDUCATIONAL PUBLISHING INC, 1999.

USE DATABASE APPLICATIONS

Database, Software Selection

Assignment

Use five classified Internet ads for a job in which you have an interest for a career and record the information into a database correctly. Use appropriate field names to indicate the skills, requirements, salary, etc. based on the ads. Read all directions before beginning.

1. Using the Internet, collect five ads for a career you may wish to pursue. Choose ads with a stated salary (dollar amount). Print the ads.
2. Review the ads, highlight skills and requirements, and plan a database. Choose possible field names and types of data for fields to be used in the database. List data as indicated in the ads and converting them as needed based on comparison data to be used.
3. Using a database program, create a database for the ads to include information on requirements and skills for the jobs, salary, etc. Convert data as needed; round converted salary to nearest dollar.
4. Using the database, answer the following questions:
 - (1) What is the average yearly salary?
 - (2) What is the lowest yearly salary?
 - (3) What is the highest yearly salary?
 - (4) What data type was given for each piece of information in the design view? Use filters, reports, views, and queries to show results/answer questions.
5. Change formatting to print as few pages as possible. Print appropriate tables and views as needed to show work and provide answers to questions as directed by your instructor. Highlight and identify answers on the printout(s).
6. Create an electronic journal making notes of pros and cons of using a database for this type of data collection and reporting. Print and submit journal entry.
7. Submit the Internet ads and all the tables prepared to answer the questions posed in #4 and #5 above.

Web sites for employment ads: newspaper sites, government sites, specific companies and others which may be found by searching for the keywords employment opportunities or job ads.

USE DATABASE APPLICATIONS

Database, Software Selection Assessment

Criteria	10-9	8-7	6-5	4-0
Required Information <ul style="list-style-type: none"> <input type="checkbox"/> Data in cells/fields corresponds to headings <input type="checkbox"/> Salary shown as displayed in ads <input type="checkbox"/> Enough fields/columns used to represent data <input type="checkbox"/> Average salary computed; provided printout <input type="checkbox"/> The highest and lowest salaries identified; provided printout 				
Database & Table Setup <ul style="list-style-type: none"> <input type="checkbox"/> Headings appropriate for data in cells <input type="checkbox"/> Data type appropriately labeled in design <input type="checkbox"/> Primary key identified <input type="checkbox"/> Converted salary rounded 				
Printing <ul style="list-style-type: none"> <input type="checkbox"/> Print accomplished in minimum number of pages <input type="checkbox"/> Print readable and understandable <input type="checkbox"/> Design view print provided <input type="checkbox"/> Printouts provided to answer questions <input type="checkbox"/> Appropriate information highlighted/identified 				
Proofreading & Editing <ul style="list-style-type: none"> <input type="checkbox"/> Typos corrected <input type="checkbox"/> English mechanics errors corrected <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
Journal	Yes = 2		No = 0	
<input type="checkbox"/> Journal entry submitted				
<input type="checkbox"/> Journal expresses reaction to arranging classified ads in a word processing table	4	3	2	1
<input type="checkbox"/> Ads provided and highlighted <i>1-4 points based on quantity and quality of reaction information provided and ads provided with directions followed.</i>				
TOTAL Points				

USE PRESENTATION SOFTWARE

Deliver an Oral Presentation

Overview

GOAL: Deliver a presentation on a vacation researched using the Internet with spreadsheets representing the costs.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Produce presentations using text, graphics, and transition. G2	CA5, 2.1	Using the Internet, research a 3-5 day vacation for places to see, places to eat, accommodations, travel arrangements, the costs, and answers to specific questions about the site as decided by the instructor. Create a presentation with at least 15 slides using a presentation software package. Use a spreadsheet software package to show the costs and import the spreadsheet into the presentation.	Use the <i>Deliver an Oral Presentation</i> assessment to evaluate the presentation based on delivery, content, mechanics, layout and design, enhancements, organization, and ability to follow requirements and directions. The assessment will also be used to evaluate the spreadsheet and its use in the presentation.
Enhance presentations using sound and animation. G3	CA5, 2.2		
Apply design and layout principles to presentations. G5	CA5, 2.2		
Set printer specifications for outline, slides, etc. G6	CA3, 1.8		
Deliver an oral presentation. G7	CA5, 2.1		
Edit presentations. G8	CA5, 2.2		
Integrate input from various software applications. G10	CA5, 2.1		
Demonstrate principal usages of the Internet (e.g., search locating URLs, etc.) H3	CA3, 1.2		

USE PRESENTATION SOFTWARE

Deliver an Oral Presentation

Teaching Points

Overview

Oral presentations of information are often used in organizations to inform, explain, and/or persuade. The Internet is often used for quick and easy access to a wide selection of information. Information collected from the Internet and other sources can be used in presentations to provide an overview of a topic. This activity requires students to gather information from the Internet to plan a vacation, exhibit the costs of the vacation in a spreadsheet, and use correct principles and mechanics to develop a presentation to be delivered to their peers describing their vacation and displaying the costs.

Content Review

These points are some to be considered for review with the students:

1. Using presentation software
 - a. Templates
 - b. Outline
 - c. Moving between slides
 - d. Adding and deleting slides
 - e. Changing the order of slides
 - f. Sound
 - g. Creativity and enhancements
 - h. Other
2. Principles of layout and design
 - a. Color
 - b. Use of space
 - c. Wording
 - d. Selection and placement of graphics and animations
 - e. Other
3. Using the software Help
4. Using spreadsheet software
 - a. Designing and creating a spreadsheet
 - b. Using formulas
 - c. Importing into other software, esp. presentation software
5. Using the Internet to search information
 - a. Travel (maps, emergency, etc.)
 - b. Places (fun, educational, lodging, restaurants, etc.)
 - c. People (famous, friends, etc.)

6. Oral presentation
 - a. Delivery
 - b. Eye contact
 - c. Speaking/talking/voice/pacing
 - d. Poise
 - e. Nonverbal distractions
 - f. Length
7. Printing specification
 - a. Printing handouts
 - b. Printing slides
 - c. Printing notes pages

Activity Preparation

Demonstrate the use of presentation software for creation, addition, deletion, and changing the order of slides and such features as using templates and modifying templates, transitions, animations, enhancements, etc.

Brainstorm about vacations and planning required - - fun and educational activities, places to stay, travel to location and travel upon arrival at location, places to eat, famous people from the area, sites to visit, other.

Demonstrate searching the Internet and locating various types of travel information.

Discuss organization of slides and layout and design principles including use of color, space, wording, selection and placement of graphics, and selection and size of fonts.

Discuss minimum and maximum number of slides to be used. Also, discuss deductions to be made for number of slides under or over the required number.

Discuss effective techniques for delivering an oral presentation.

Discuss methods of printing - - slides, notes pages, and handouts.

****An alternate assignment could be to give students a specific amount of money and have them plan a vacation or business trip within the budgeted amount.**

Resources

Supplies and Materials Needed

Internet connection

Computer

Presentation software and computer projector

Paper

Overhead projector or appropriate equipment for review

Transparencies and/or presentations of content for discussion

Web Sites

Use a search engine and key in the word *presentation*, *design* and *presentation*, etc. to locate information on presentation design and layout.

Books, Articles, and Other Resources

Counts. *Multimedia Design and Production for Students and Teachers*. 2004. MA: Pearson Education, Inc./Allyn and Bacon.

Joss. *Looking Good in Presentations*. (3rd ed.). 1999. NY: Coriolis an International Thomson Publishing company.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER) on oral presentations.

CATER: <http://www.cater.missouri.edu/>

Communication 2000 - Effective Presentations - Module 14; Communication 2000
Kit; 2 template disks, learner's guide, instructor's guide, audiocassette, videodisc, videocassette -
- An innovative applied academics program that uses multimedia technology to present a
comprehensive communication curriculum. Consists of free-standing modules that each contain
15 lessons. This is the fourteenth unit titled "Effective Presentations." [6928 —
R COMM 2000 MOD14]
CINCINNATI, OH, AIT & SOUTH-WESTERN PUBLISHING, 1999.

Make Presentations Work for You

Video; 12 min. -- Gives specific techniques and tactics on speaking before a large crowd.
Provides keys to successful presentations. How to build style techniques. Show ways to enhance
your presentation skills. [3672 — BE Video 107]
BLACKWOOD, NJ, COMMUNICATION BRIEFINGS, 1993.

Using Visual Aids: A Guide For Effective Presentations; Revised; A Fifty-Minute Series Book Raines, Claire

Book -- When, why and how to use visual aids. Organizing and creating visuals-overheads,
slides, charts and graphs, flip charts, posters, videos and others [7630 – C&E 10.0050 CDJS73]
MENLO PARK, CA, CRISP PUBLICATIONS, INC., 1995.

Making Travel Arrangements

Video; 10 Minutes -- Teaches skills and provides information for the making of travel
arrangements. [846 — BE VIDEO 99]
NY, INSIGHT MEDIA, 1994.

USE PRESENTATION SOFTWARE

Deliver an Oral Presentation Assignment

Using the Internet, research a place/city to vacation for 3-5 days' travel plans (including transportation and lodging) and activities to do while on vacation. Create a spreadsheet of expenses and provide the URLs for the information located. Then prepare a slide presentation for oral delivery.

1. Copy the URL from the URL location box for each site used to answer the following questions. Provide a copy of this page with the final assignment.
2. Decide upon a city and/or place for a 3-5 day vacation and get approval from your instructor for your choice.
3. Decide upon hotel accommodations.
 - a. Name of hotel(s) and location
 - b. Cost of each
 - c. Nights at each location
 - d. Type of room
 - e. Amenities of interest
4. Determine the method of travel to the location and get appropriate pricing information.
 - a. If air travel, number of persons traveling, airline, cost of tickets, need for rental car?
 - b. If automobile, how many miles, cost of gasoline, map of directions?
5. Decide upon places to eat.
 - a. Expenses for eating in route to vacation site (at airports, traveling on highway, etc.)
 - b. Expenses for eating at vacation site
 - c. Possible restaurants and cost
 - d. Expenses for eating at theme parks, ball games, zoos, other types of outings
 - e. Meals prepared and packed (price on grocery bill)
6. Decide upon places to visit.
 - a. Theme parks, zoos, ball games, theaters, etc.
 - b. Cost per ticket per type (adult, child, etc.)
 - c. Time of operations
7. Is there a famous person who was born in the location to be visited or in cities on the route to the location to be visited? Provide the names and information on no more than two persons if the answer is yes.
8. What is the crime rate in the location to be visited?
9. Is the location famous for anything?

10. Prepare a spreadsheet to show the expenses of the vacation. A breakdown should include all expenses by number of persons and number of days, not just a total for each category. Use appropriate headings, formulas, and enhancements; submit a printout of the spreadsheet and formula sheet.
11. Prepare a presentation to give an oral summary of your vacation plans. Apply appropriate design and layout principles, sound and animation, representative graphics and text, and transitions using presentation software. The presentation should include at least 15 slides but not more than 20 slides. One slide should introduce you and your presentation; one or two slides should be a spreadsheet of the expenses; one or two slides should end the presentation and be a reference of the URLs.
12. Save the presentation; print a handout of your presentation with 3-items per page.
13. Submit keyed URL page, the spreadsheet/s, the disk, and handout in a 9" x 12" envelope with your name on it.

Example of URL page:

City to visit: Kansas City - -

http://local.yahoo.com/?location_city=Kansas+City&location_state=MO

Places to visit: *(only one place stated, but you will have more than one)*

e.g., Worlds of Fun - - <http://www.worldsoffun.com/>

Hotel accommodations: *(you may have more than one hotel)*

e.g., Kansas City Super 8 Motel Worlds of Fun - -

http://airlines-hotels.com/hotels/cities/missouri/worlds_fun.htm

USE PRESENTATION SOFTWARE

Deliver an Oral Presentation Assessment

Criteria/Area	10-9 (Excellent)	8-7 (Very Good)	6-5 (Average)	4-1 (Need Improvement)
Body Language <input type="checkbox"/> Good eye contact <input type="checkbox"/> Good use of nonverbal cues <input type="checkbox"/> Positive body image and good posture <input type="checkbox"/> Shows poise and confidence, but not stiff	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct
Voice Quality <input type="checkbox"/> Projection/volume and enthusiasm <input type="checkbox"/> Pacing/speed <input type="checkbox"/> Appropriate inflections <input type="checkbox"/> Pronunciation and articulation <input type="checkbox"/> Language skills and word usage	All criteria correct	Four criteria correct	Three criteria correct	One-two criteria correct
Design and Layout of Slides <input type="checkbox"/> Design and layout guidelines appropriate <input type="checkbox"/> Use of sound appropriate <input type="checkbox"/> Use of graphics appropriate <input type="checkbox"/> Text size and consistency effective <input type="checkbox"/> Animations effective <input type="checkbox"/> Transitions appropriate <input type="checkbox"/> Color usage	All criteria correct	Six criteria correct	Five criteria correct	One-four criteria correct
Slide Development/Content Requirements <input type="checkbox"/> Introduction slide <input type="checkbox"/> Logical organization <input type="checkbox"/> Information supported by documentation <input type="checkbox"/> Spreadsheet imported <input type="checkbox"/> Reference slide/s	All criteria correct	Four criteria correct	Three criteria correct	One-two criteria correct

Criteria/Area	10-9 (Excellent)	8-7 (Very Good)	6-5 (Average)	4-1 (Need Improvement)
Spreadsheet <input type="checkbox"/> Appropriate formulas <input type="checkbox"/> Headings in spreadsheet appropriate <input type="checkbox"/> Spreadsheet enhancements appropriate <input type="checkbox"/> Appropriate breakdowns of expenses shown	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct
Directions <input type="checkbox"/> Questions answered from assignment <input type="checkbox"/> Documents handed in as required <input type="checkbox"/> Appropriately named folder/file on disk <input type="checkbox"/> Number of slides within requirements <input type="checkbox"/> Printed according to directions	All criteria correct	Four criteria correct	Three criteria correct	One-two criteria correct
Mechanics <input type="checkbox"/> Short phrases or clauses <input type="checkbox"/> Correct grammar, spelling, and punctuation	No problems in mechanics	One problem in mechanics	Two problems in mechanics	Three or more problems in mechanics
Total POINTS				

EXECUTE BASIC COMPUTER OPERATIONS

Appropriate Software for Tasks Report

Overview

GOAL: Write a report after completing the same assignment in three software applications, and indicate which is the most appropriate for the task.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Determine appropriate software applications for tasks. B14	CA3, 2.7	After completing the assignments where five classified ads were placed in a word processing table, a spreadsheet, and a database, write a report describing your experience using the three applications. What are the pros and cons of completing the assignment in each? Make a choice of which is considered the most appropriate for the task, and provide a rationale for your selection using correct English mechanics.	Use the <i>Appropriate Software for Tasks Report</i> assessment to evaluate the report of the three software applications to complete the same task/assignment using a pro/con or compare/contrast analysis. The report will be assessed for English mechanics of sentence and paragraph construction, grammar and punctuation, and report format guidelines. The software choice will be assessed based upon the rationale provided.
Create and format business documents. C3	CA4, 2.1		
Create tables. C9	CA4, 1.8		
Create spreadsheets. D2	MA1, 1.8		
Create a database. E2	CA1, 1.8		
Proofread and edit copy. C6	CA1, 2.2		

EXECUTE BASIC COMPUTER OPERATIONS

Appropriate Software for Tasks Report

Teaching Points

Overview

Reports are used to summarize data and distribute the results to investors, customers, employees, and others inside and outside the organization. A report can be powerful business document provided to executives for decision-making. This activity uses report guidelines, correct English mechanics, comparisons between software applications by presenting the pros and cons or a compare-and-contrast analysis for using each software application to complete the same task, and the rationale for the best choice.

Content Review

Review with and/or teach students the following concepts:

1. Developing pro/con and compare/contrast types of information into report format.
2. Composing unbound reports or another style selected and using appropriate formatting: side margins, top and bottom margins, paragraphing, main headings, and levels of headings.
3. Developing a theme using sentence and paragraph construction to develop complete thoughts about a topic; recognizing fragments; and using concise writing strategies - mapping, scaffolding.
4. Proofreading and using the grammar tools in word processing software.

Activity Preparation

Have students complete the database, spreadsheet, and word processing table for five classified ads according to directions in the previous three assignments.

Discuss with students their electronic journal entries on using each application to complete the same task (five classified ads). Consider pro/con and/or compare/contrast data analysis.

Decide on report format to be used (unbound recommended). Present the format guidelines for the report: side margins, top and bottom margins, paragraphing, main heading, and levels of headings to be used.

Lead discussions on purposes and/or uses of spreadsheet, database, and word processing for different and similar analysis of data and the ability to create information in one software application and import and/or use it in another.

Discuss English mechanics for sentence and paragraph structure and their importance in developing a business report.

Resources

Supplies and Materials Needed

Computer with Internet connection
Paper
Dictionary, Thesaurus, Reference Manual
Overhead projector or other equipment for reviewing
Transparencies of unbound report and a review on writing strategies

Web Sites

Unbound Report format:

<http://www.emhs.harrisonburg.net/academ/comtech/unitwork/unboundreportsandoutliens.htm>

http://www.geocities.com/ctcharger/205CA_UnboundReports.htm

Objective exam on unbound report:

http://www.iss.k12.nc.us/schools/nihs/tevans/Career_Tech_Education/Business/Keyboarding/Tests/obj_007_02.htm

WRITING site:

<http://www.ucalgary.ca/~hunter/frame.html>

On scaffolding for writing:

<http://www.wm.edu/TTAC/packets/writingprocess.pdf>

Pro and con writing:

<http://staff.gpschools.org/neelys/Graphic%20Organizers/Writing%20Persuasion.htm>

Books, Articles, and Other Resources

Meriwether. *12 Easy Steps to Successful Research Papers*. Glencoe McGraw-Hill, Columbus, OH, 1997.

Writer's Choice: Grammar and Composition, Grade 11. Glencoe McGraw-Hill, Columbus, OH, 2001.

Smith and Greenberg. *Everyday Creative Writing*. Glencoe McGraw-Hill, Columbus, OH, 2000.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

Teacher to Teacher; Tape 9 - Love to Write: Creating an Environment for Writers; Teacher to Teacher

Video; 30 min -- Maryilyn Boutwell works as a model and coach while using a "process" approach to teaching writing. From the beginning, her students work on whole pieces, not sentences or exercises. They choose their own subjects, do their own editing, and decide when a writing piece is completed. [10645 — AE VIDEO 73]
NEW READERS PRESS, 1988.

Practicing The Writing Process I; The Paragraph; Practicing The Writing Process

Crowell, Sheila C., et al.

Book -- This book will help adult learners how to write paragraphs more effectively. [9597 — AE WG43]
EDUCATIONAL DESIGN, INC., 1995.

Writing to Learn - The Sentence - Book I; Writing to Learn

Spaventa, Lou and Marilyn

Book; workbook -- This is a four-level series that focuses on writing as both process and product. These books move students through writing good sentences to paragraphs and ultimately to writing good essays. Each book in the series emphasizes the writing-editing-rewriting process and prepares students to write vocabulary acquisition activities and grammar practice. This is Book I! [9372 — AE ESL27]
MCGRAW-HILL, 1999.

Quest: Reading and Writing in the Academic World - Book I; Quest

Blass, Laurie et al.

Book; worktext -- There are six books in this series. Book One is for High-beginning to Low Intermediate. [9412 — AE RD19]
MCGRAW-HILL COLLEGE, 1999.

EXECUTE BASIC COMPUTER OPERATIONS

Appropriate Software for Tasks Report

Assignment

Prepare a report based upon your experience of using three software applications (spreadsheet, database, and word processing) to complete the same task. Include a recommendation for which would be the best software to complete the task and a justification/rationale for your decision.

1. You should have completed the word processing table, spreadsheet, and database assignments of the collection of five classified ads from the Internet.
2. Use your electronic journal entries on your experiences of organizing information from five classified ads in a word processing table, a spreadsheet, and a database to write a report. What do you think are the pros and cons in using each software application for the task performed? Determine the software application you consider most appropriate for completing the task and state your rationale for your decision.
3. Review the guidelines for the unbound report.
4. Key the report. Suggestions for the writing process:
 - a. Draft at least two statements on the general use/purpose for using each software application; follow with examples.
 - b. Summarize your experience in using each software application to complete the task.
 - c. What was difficult and why? What was easy and why? What were the software issues or learning issues? Using the pro/con or compare/contrast method of analysis, draft paragraphs comparing each software application with the other two. Stem clauses with bulleted lists can also be used. Write, read, and rewrite the report.
5. Proofread and edit your report for grammar, punctuation, clarity, and conciseness in writing, etc., and make the corrections in your typed report.
6. Print two copies, submit one to the instructor and keep the other copy.
7. Submit copy of all journal entries.

EXECUTE BASIC COMPUTER OPERATIONS

Appropriate Software for Tasks Report

Assessment

Criteria	10-9	8-7	6-5	4-0
Content <ul style="list-style-type: none"> <input type="checkbox"/> Discussed general use of each software application (word processing, spreadsheet, and database) provided <input type="checkbox"/> Compared each of the three software applications with the other two for organizing information on classified ads <input type="checkbox"/> Contrasted each of the three software applications with the other two for organizing information on classified ads <input type="checkbox"/> Recommendation stated with supporting details 				
Organization <ul style="list-style-type: none"> <input type="checkbox"/> Relates to topic with supporting details <input type="checkbox"/> Follows logical order <input type="checkbox"/> Clarity and conciseness in sentences and paragraphs 				
Report Format <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate side margins <input type="checkbox"/> Appropriate top margin <input type="checkbox"/> Appropriate bottom margin <input type="checkbox"/> Main heading provided <input type="checkbox"/> Line spacing correct for paragraph usage <input type="checkbox"/> Line spacing correct for subheadings 				
Proofreading and Editing <ul style="list-style-type: none"> <input type="checkbox"/> Typos corrected <input type="checkbox"/> English mechanics errors corrected <p><i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i></p>				
TOTAL Points				